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ABSTRACT

The consolidation of 5 school districts into one, encompassing 377 square miles in Illinois, is described in this booklet. Information is included on the actual consolidation; the people and communities served by the new school district; programs and facilities in the elementary schools and the high school; and the Title III, Elementary and Secondary Education Act Project, which provided for the dissemination. Information was collected from community residents on employment, specific occupation, school enrollment, and the highest educational level achieved. A public opinion survey was taken on citizens' opinions about the schools. Also, a student interest inventory was administered to 176 tenth grade students for their opinions. Results of these studies are reported in the booklet along with descriptions of the programs in the elementary schools and the high school. (PS)

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# EDUCATIONAL OPPORTUNITIES OF RURAL SCHOOL CONSOLIDATION

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MCLEAN, WOODFORD, DEWITT
LOGAN AND TAZEWELL COUNTIES, ILLINOIS
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# EDUCATIONAL OPPORTUNITIES OF RURAL SCHOOL CONSOLIDATION

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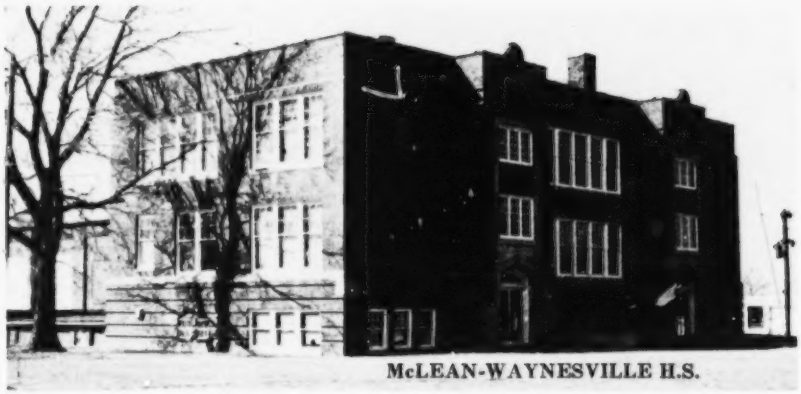
CREATION OF A SCHOOL DISTRICT



McLEAN-WAYNESVILLE H.S.

*"Dedicated to our school and the memories it holds. The scratchings on the desks . . . the lines at the water fountains . . . and the hallway echoing with sounds of laughter, will be treasured always."*

The last yearbook, the final recording of a school's existence, was dedicated to the memory of a 52-year-old high school as its doors closed behind its last graduating class, the Class of 1972. The worn hallways in the rural Central Illinois school were idle during the 1972-73 school year. Students from the community the school once served walked to classes instead through carpeted corridors.

Seven years ago it began. Not just the closing of one small rural high school, but the closing of seven such schools, all with halls that echoed with laughter, all with memories always to be treasured by those who made them.

It was April, 1966, when 35 school board members unanimously agreed to study the feasibility of consolidating their five school districts. All that transpired since citizens from the eight communities involved in the consolidation agreed to form one district, is now history. It is this history of the creation of a school district, the largest in area in the State of Illinois, that could be of importance to other Districts considering similar school reorganization. This booklet tells the story of Olympia's creation, describes the people and communities served by the District, details programs and facilities in the elementary schools and high school, and explains the Title III, ESEA Project which makes possible dissemination efforts such as this publication.

**HITTLE TOWNSHIP HIGH SCHOOL**
Gymnasium facilities at the Armington school are used for grade school basketball practice and home basketball games.

The task of consolidating five school districts into one district encompassing 377 square miles, was not a simple undertaking. Problems arose that would have seemed inconceivable in April, 1966, when school board members authorized the feasibility study.

School officials from the five existing school districts serving Armington, Atlanta, Danvers, Hopedale, McLean, Minier, Stanford and Waynesville recognized that the expansion of knowledge which had occurred in recent years would continue in years to come. It was difficult for the small schools to employ teachers with more than one area of specialization. As is true in other small schools, administrators were faced with the choice of employing teachers who would work only parttime, cooperating with neighboring schools in the sharing of personnel, or joining with neighboring schools to combine student enrollments in order to create a base large enough to make it economically possible to have specialists in all or nearly all subject areas.

Problems endured in operating small school districts are varied. Some of the greatest difficulties encountered by small schools include:

—providing students with an education that oftentimes is considered inferior to that which could be received given the same resources in a larger district.

—meeting the extremely high costs of providing good programs with adequate service in small schools.

—providing teachers with the training and assistance necessary to maintain or upgrade the quality of education.

Overall, education provided by small school districts frequently does not offer each student the particular educational opportunities he needs and wants. Combined with this, figures from the Illinois Office of the Superintendent of Public Instruction show small school districts spend at least the same amount as, and in many cases, more per pupil than large districts.

These factors were among those influencing board members to consider the feasibility of consolidating their school districts. An Educational Feasibility Study was pre-

pared and published in June, 1966, recommending consolidation. Prepared by Dr. Benjamin C. Hubbard, Professor of Educational Administration at Illinois State University, the Feasibility Study was designed to determine whether the proposed district would be beneficial to the students residing in the five existing school districts. A Steering Committee consisting of Board members from the five districts assisted in informing the public of the various aspects of the consolidation and answered citizens' questions about the project. As recognized in the Feasibility Study, the arguments for and against consolidation are many. In the final analysis of any consolidation effort, however, the only valid question existing is: *What is best for the students of the district or districts?*

The Feasibility Study took this basic question and considering the offerings available at the existing high schools, compared what could be done with the same money and energy under some other proposed arrangement. Study recommendations and suggestions were based on the new district maintaining and improving elementary schools through grade eight and constructing a single high school.

Consolidation was not a unique concept to many of the residents in the proposed new district. During the 1940's numerous schools existing in the area combined to form unit districts. After 1950 and prior to the creation of Olympia District, the schools involved in the consolidation developed as follows:

—In 1954, McLean and Waynesville consolidated to form the McLean - Waynesville District.

—In 1965, Armington, Hopedale and Minier consolidated to form a new district called Trioka.

—Atlanta, Danvers and Stanford maintained separate unit school districts until becoming part of the new district in 1966.

Elementary attendance centers and high schools operated in each of the eight communities except in Waynesville which operated only elementary grades 1 - 8. Waynesville students in grades 9 - 12 attended high school at McLean. The seven high schools were all housed in buildings that were inadequate for a school such as that proposed

**ATLANTA HIGH SCHOOL**

Prior to completion of Olympia High School, school facilities in Atlanta and Danvers (picture, page 6) were used by both elementary and secondary students. Since the opening of the new high school, the vacated space at these two sites has been made available for use by elementary students.

**DANVERS HIGH SCHOOL**

Former Danvers High School and elementary facility is now used only by elementary students.

for the new district. Consolidating the five districts and constructing a new high school on a large site would allow for growth if district population increased.

The planning phase of the new high school involved the study of the students to be served, the needs of the community and an intensive study of how all subjects could best be taught. The Feasibility Study had also considered building costs and curriculum improvements which would result from consolidation. It was noted the only new building cost resulting from the reorganization would be that of constructing the new high school. Had the separate districts attempted to build adequate high schools, the cost would have greatly exceeded the cost of one central high school. The Feasibility Study recommended intensive work be done with architects to ensure proper housing for the educational program. Special attention was to be given to construction of a facility that would enhance the educational environment and at the same time be aesthetically pleasing. In the area of curriculum, the Feasibility Study showed that fewer teachers would be needed to improve offerings available at the existing high schools if all teachers were in one building. The elementary curriculum could be improved by using some of the teachers saved by combining the high schools. Teachers would be able to teach in their areas of specialization and the elementary program could be enriched by using other specialists. Overall, the Feasibility Study stressed the need for a new high school to serve the students of the seven existing high schools. School administrators in 1966 firmly believed the existing schools could not give students the opportunities needed by modern youth at a cost reasonable to taxpayers. The proposed district and new high school would make possible a quality educational program within a reasonable economical realm.

It was recognized that no school could be guaranteed quality whatever its size. The ability to take advantage of the opportunities resulting from consolidation depended upon citizen awareness and commitment as well as Board of Education commitment to achieve a great school system. Staff determination

to succeed and dedication to quality education were also recognized as vital necessities for the proposed district.

November 12, 1966, five months after publication of the Feasibility Study, citizens of the proposed district approved consolidation by a three to one margin. The new school district, the State's largest in area, was named "Olympia" in May, 1967. Selected from over 80 names submitted to the Board by students and community councils, "Olympia" symbolized the ability to excell in many areas. An option on 83 acres of farmland was taken May 17, 1967. The land, located centrally in the District, would be the site of Olympia High School. Operation of the Olympia District officially began July 1, 1967.

Although voters in the District approved the formation of the Olympia District in 1966, and also approved a Four Million Dollar Bond Issue in November, 1967, it was two years before all of the legal problems could be resolved so as to allow the District to enter into contracts for the construction of the new high school facility.

The consolidation of the five underlying Community Unit School Districts comprised of territories in portions of five contiguous counties presented certain novel problems not anticipated in the language of the Illinois School Code. Also, some of the old organizational records relating to the underlying districts were imprecise in the legal description of certain of the territory to be a part of the proposed district. In addition, some of the publication notices relating to the organizational procedures and the bond election were thought not to conform with the various provisions of the Illinois School Code. Some of these problems were jurisdictional in their nature. For these reasons it was determined that the establishment of the District should be confirmed by a Quo Warranto proceeding brought by the local State's Attorney. A Quo Warranto proceeding is a statutory remedy customarily used for such purposes. In addition, by reason of some of the same jurisdictional problems, a new Bond Election was required to be held.

The McLean County State's Attorney commenced a Quo Warranto proceeding on December 22,

**HOPEDALE HIGH SCHOOL**

The Village of Hopedale has leased the former high school for community events.

**MINIER HIGH SCHOOL**

Portions of the former Minier High School have been remodeled and serve as the Olympia Unit Office and Computer Center.

1967, in the Circuit Court of McLean County. The Olympia School District was organized under the jurisdiction of the McLean County Superintendent of Schools. The Circuit Court of McLean County entered a decree confirming the establishment of the School District on January 8, 1968. The State's Attorney determined not to appeal this decision. Five taxpayers who were voters and residents of the District appealed the decision. On November 18, 1968, the Appellate Court of Illinois, 4th District, affirmed the decree of the Circuit Court of McLean County confirming the establishment of the District. Thereafter, on January 13, 1969, those taxpayers filed a Petition For Leave To Appeal to the Illinois Supreme Court. The Petition For Leave To Appeal was denied by that Court on March 13, 1969, and also denied on May 13, 1969, was the taxpayers' Motion For Reconsideration. On August 8, 1969, the taxpayers filed a Petition for Certiorari in the Supreme Court of the United States. The Supreme Court of the United States denied the taxpayers Petition For Writ of Certiorari on November 10, 1969.

On March 2, 1968, the voters of the District, in a special election called for that purpose, again approved the Four Million Dollar Bond Issue. The same taxpayers who opposed the District in the Quo Warranto proceeding filed a Petition with the Circuit Court in Tazewell County to contest the second Bond Issue Election on March 18, 1968. An interim appeal was taken by the School District in the course of the Bond Election Contest on June 4, 1968. This appeal was not successful, thus the cause was remanded to the Trial Court in Tazewell County for further proceedings. The ballots were counted which confirmed the passage of the Bond Issue Election. On December 23, 1969, Judgment of the Trial Court was entered in that case. The Petitioners did not appeal from this judgment.

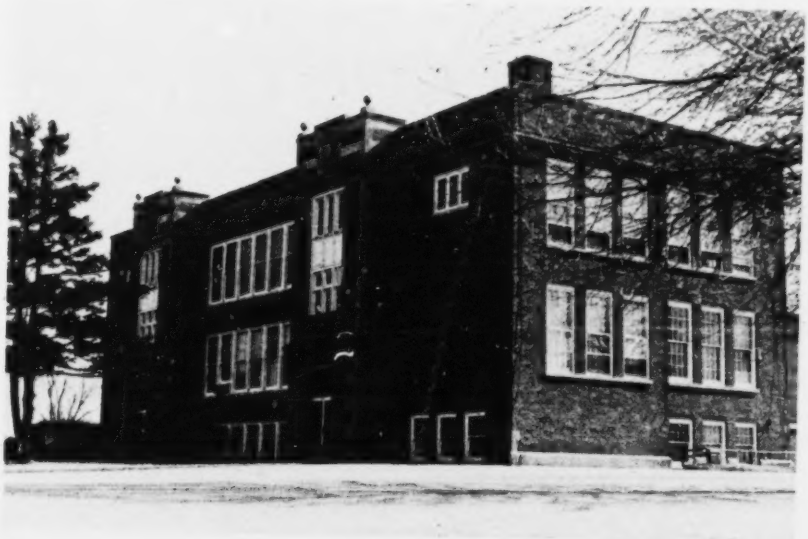
The litigation involving the District caused many problems. In late March, 1968, Olympia's financial condition was such that the District faced the possibility of suspending operations in mid-April unless additional funds could be secured. Banks would not lend the

District money through tax anticipation warrants because of the litigation. Students faced the chance of losing the last semester of credit, seniors would be unable to graduate and State aid for the District would be lost. Teachers, it was felt, would seek other employment for the next school year because of the financial problem. After meeting with the then State Superintendent of Public Instruction, Ray Page, Olympia administrators were a bit more optimistic. Page offered the District his full cooperation in the legal problems plagueing the District and assured the administrators that necessary operating funds would be secured. Money due the District from State and Federal funds was expedited by the State Office to alleviate the District's financial situation.

With the termination of the litigation by the Supreme Court of the United States on November 10, 1969, as to the organization of the District, and with the Judgment on December 23, 1969, of the Circuit Court of Tazewell County confirming the passage of the second Bond Issue El[illegible]ion, the District's major legal p[illegible]lems were resolved so that the District could proceed with the construction of the new high school. The bonds were sold April 2, 1970. Interest earned on the investments was utilized in the high school building project. Construction contracts for the high school were accepted August 3, 1970. Ground breaking ceremonies were held the next week.

The adjusted total cost of Olympia High School, including provisions for contingencies, was approximately $5,025,900. The building program was financed from the Four Million Dollar Bond sale, the $472,000 interest from Bond investment, and $530,900 from funds provided in Annual Budgets since 1967. The two years of litigation had been costly to the District, not so much in terms of legal fees, but more in terms of inflation and loss of special funding. The following costs were a direct result of the delays:

| | |
|---|---|
| Increased building costs | $ 636,000.00 |
| [illegible]eased interest | 806,000.00 |
| [illegible]oss of grant to establish a vocational center | 504,000.00 |
| | $1,946,000.00 |
| In addition, the loss of reimbursement of special funds was estimated to have cost the District | 558,000.00 |
| TOTAL ESTIMATED COST OF DELAY | $2,504,000.00 |



**STANFORD HIGH SCHOOL**

Former Stanford High School facilities are used for maintaining Olympia Unit buses. Gymnasium facilities at McLean-Waynesville High School (picture, page 1) are used for grade school basketball practice and home games. Facility is also used for storage.

Construction on the new high school continued for the next two years. On September 1, 1972, the facility opened to admit 940 students representing the eight communities in the Olympia District. Construction was not totally completed and during the first few months of school, much improvization was done by school officials. It had been a difficult struggle encompassing seven long years of meetings, set-backs and legal entanglements, but Olympia High School had finally become a visible reality and could embark on its mission of providing a quality educational system for the District's students.

Located in rural Central Illinois, Olympia High School stands as an example of innovation, uniqueness and educational opportunity. To those who struggled for its creation, the District symbolizes an accomplishment for rural education that many times seemed unreachable. Visitors to Olympia High School have been amazed by the facility and the advantages available to its students. To those the District serves, Olympia indeed symbolizes the ability to excell.

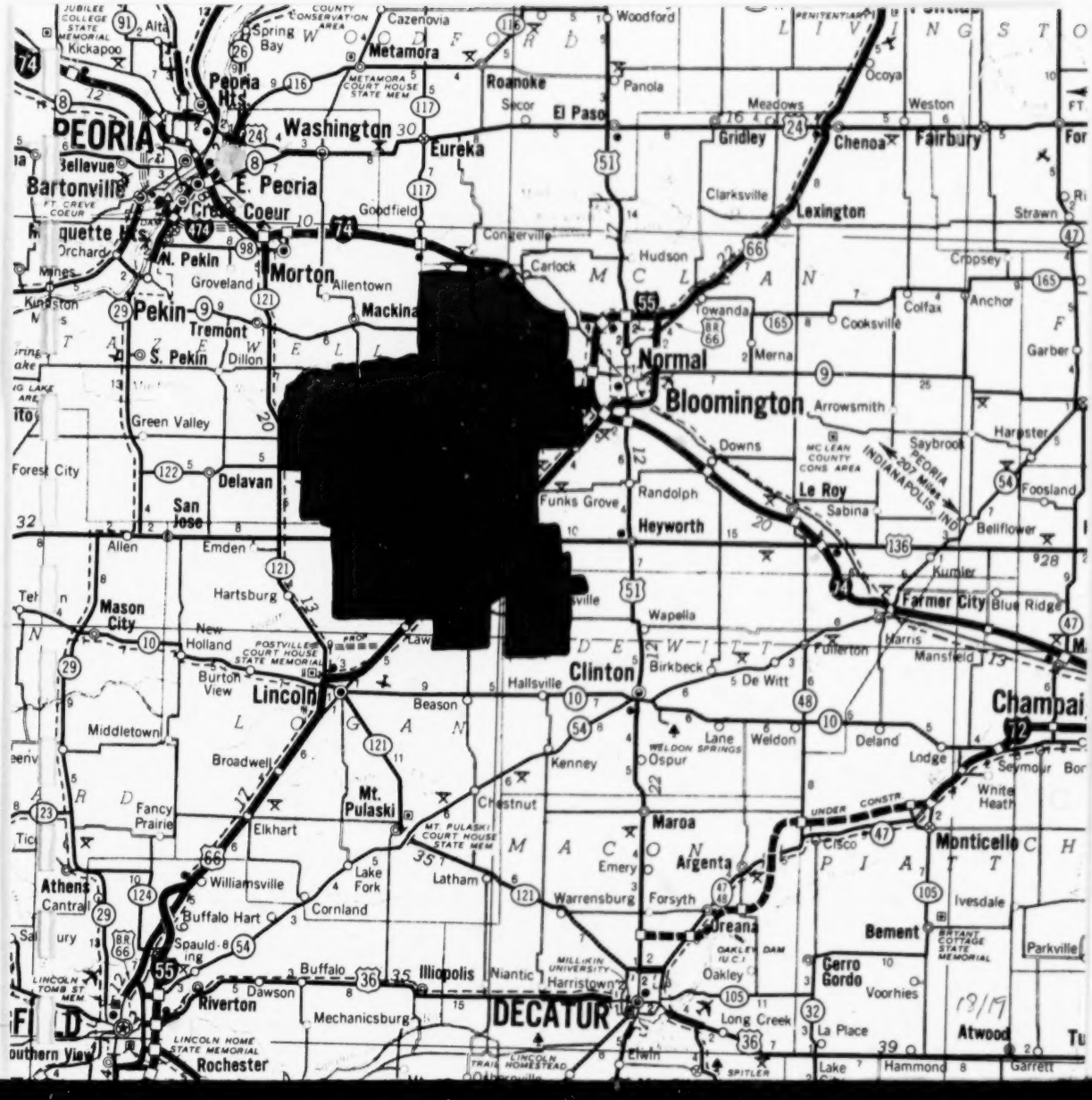
THE PEOPLE AND COMMUNITIES

In the heart of Illinois' 56,400 square miles is located the 377-square-mile Olympia District serving the eight rural communities of Atlanta, Armington, Danvers, Hopedale, Minier, McLean, Stanford and Waynesville. Olympia District represents the State's largest school district, in area, and includes parts of McLean, Tazewell, Logan, DeWitt and Woodford Counties.

On March 3, 1973, a door-to-door District census was conducted by the Olympia Title III, ESEA Project office. Assisted by the Olympia Citizen's Advisory Council and over 300 District volunteers, the Title III, ESEA office obtained data from the census regarding the District's population.

From the March 3rd census the figure of 11,263 was obtained for the District population. It must be remembered that not all residents of the District were contacted for one reason or another. Assuming a 6% error, a District population of 12,000 can be approximated.

Tables on the following pages provide per cents for: District Population according to communities, page 20; Employment Status of the District's residents, page 21; Specific Occupations, pages 22 and 23; Type and Location of Employment, page 24; School Enrollments, pages 25 and 28; and Highest Educational Level Achieved, pages 26 and 27.


PEORIA
Bartonville
Bellevue
E. Peoria
Washington
Eureka
Metamora
Roanoke
El Paso
Gridley
Chenoa
Fairbury
Lexington
Morton
N. Pekin
Pekin
Tremont
S. Pekin
Mackinaw
Normal
Bloomington
Delavan
San Jose
Green Valley
Forest City
Le Roy
Farmer City
Clinton
Lincoln
Mason City
Hartsburg
Middletown
Broadwell
Fancy Prairie
Elkhart
Mt. Pulaski
Maroa
Argenta
Monticello
Decatur
Riverton
Rochester
Athens
Williamsville
Cornland
Buffalo Hart
Spaulding
Buffalo
Illiopolis
Niantic
Harristown
Mechanicsburg
Dawson
Oakley
Long Creek
La Place
Bement
Cerro Gordo
Voorhies
Ivesdale
Atwood
Hammond
Garrett
Champaign
Woodford
Panola
Meadows
Weston
Ocoya
Clarksville
Strawn
Congerville
Carlock
Hudson
Cropsey
Colfax
Anchor
Cooksville
Towanda
Merna
Garber
Arrowsmith
Downs
Saybrook
Harpster
Foosland
Bellflower
Randolph
Funks Grove
Sabina
Heyworth
Kumler
Blue Ridge
Wapella
Harris
Fullerton
Mansfield
Birkbeck
De Witt
Hallsville
Beason
Kenney
Lane
Weldon
Deland
Lodge
Seymour
Ospur
Chestnut
Emery
Latham
Warrensburg
Forsyth
Oreana
Oakley
Harristown
Allen
Emden
Holland
New
Burton View
Lake Fork
Cornland
Allentown
Groveland
Orchard
Kickapoo
Alta
Spring Bay
Cazenovia
Secor
Goodfield
Dillon
Delavan
Mackinaw
Tremont
Pekin
Morton
Washington
Eureka
Metamora
Roanoke
Peoria Hts.
Bartonville
Bellevue
Creve Coeur
Fort Creve Coeur
Jubilee College State Memorial
Peoria County Conservation Area
Metamora Court House State Memorial
Postville Court House State Memorial
Mt. Pulaski Court House State Memorial
Lincoln Tomb State Memorial
Lincoln Home State Memorial
Lincoln Homestead
Millikin University
Oakley Dam
Weldon Springs
Bryant Cottage State Memorial
Under Constr
Peoria
Indianapolis
207 Miles
Ind
McLean County Cons Area
Penitentiary
Spitler
Trail
Illinois
Macon
Piatt
Logan
Dewitt
Champaign
Livingston
Woodford
Marshall
Tazewell
Peoria
Mason
Menard
Sangamon
Logan
Dewitt
Macon
Piatt
Champaign
Ford
Iroquois
Livingston
McLean
Tazewell
Woodford
Marshall
Putnam
Bureau
Stark
Knox
Henry
Mercer
Rock Island
Warren
Hancock
Schuyler
Fulton
McDonough
Adams
Brown
Cass
Morgan
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Greene
Jersey
Macoupin
Montgomery
Christian
Shelby
Moultrie
Douglas
Edgar
Clark
Coles
Cumberland
Effingham
Fayette
Clay
Richland
Lawrence
Crawford
Jasper
Clark
Edgar
Vermilion
Iroquois
Ford
Kankakee
Grundy
Will
Cook
Lake
DuPage
Kane
Kendall
DeKalb
Boone
McHenry
Lake
Winnebago
Ogle
Lee
Whiteside
Carroll
Jo Daviess
Stephenson
Rock Island
Henry
Bureau
Putnam
Marshall
Stark
Knox
Mercer
Warren
Hancock
McDonough
Schuyler
Fulton
Brown
Adams
Pike
Calhoun
Greene
Jersey
Macoupin
Montgomery
Christian
Shelby
Moultrie
Douglas
Coles
Cumberland
Clark
Edgar
Clay
Effingham
Fayette
Richland
Lawrence
Crawford
Jasper

# OLYMPIA SCHOOL DISTRICT POPULATION

Census Report as of July 1, 1973

| Elementary Attendance Center | In-Town Number | In-Town Per Cent | Out-of-Town Number | Out-of-Town Per Cent | TOTAL Number | TOTAL Per Cent |
|---|---|---|---|---|---|---|
| Armington | 382 | 43.9 | 489 | 56.1 | 871 | 7.7 |
| Atlanta | 1,583 | 71.6 | 629 | 28.3 | 2,218* | 19.7 |
| Danvers | 745 | 40.3 | 1,105 | 59.7 | 1,850 | 16.4 |
| Hopedale | 866 | 59.3 | 595 | 40.7 | 1,464* | 13.0 |
| McLean | 839 | 66.1 | 431 | 33.9 | 1,271* | 11.3 |
| Minier | 1,005 | 71.5 | 400 | 28.5 | 1,405 | 12.5 |
| Stanford | 663 | 45.6 | 792 | 54.4 | 1,466* | 13.0 |
| Waynesville | 519 | 72.8 | 194 | 27.2 | 718* | 6.4 |
| **DISTRICT-WIDE** | 6,602 | 58.8 | 4,635 | 41.2 | 11,263* | 100.0 |

*This total does not agree with the sum of the other two columns, because some respondents did not indicate whether they resided "in-town" or "out-of-town."

# EMPLOYMENT REPORT

Census Report as of July 1, 1973

## I. Employment Status — Per Cent Responding

| Elementary Attendance Center | Homemaker | Retired | Employed | Unemployed Seeking Work |
|---|---|---|---|---|
| Armington | 31.4 | 11.7 | 56.4 | .5 |
| Atlanta | 20.9 | 10.9 | 67.1 | 1.1 |
| Danvers | 31.7 | 10.6 | 56.7 | 1.0 |
| Hopedale | 32.2 | 14.3 | 52.6 | 1.0 |
| McLean | 24.1 | 11.5 | 63.0 | 1.5 |
| Minier | 27.6 | 13.8 | 57.6 | 1.0 |
| Stanford | 27.8 | 12.0 | 59.1 | 1.0 |
| Waynesville | 26.8 | 12.2 | 60.2 | .9 |
| **DISTRICT-WIDE** | 27.3 | 12.0 | 59.7 | 1.0 |

# EMPLOYMENT REPORT

Census Report as of July 1, 1973

## II. Occupations — Per Cent Responding

| Categories | Armington | Atlanta | Danvers |
|---|---|---|---|
| Retired | 11.7 | 10.7 | 10.4 |
| Homemaker | 31.0 | 20.6 | 30.4 |
| Unemployed, Seeking Work | .4 | 1.0 | 1.0 |
| Military | .0 | .7 | .3 |
| Professional and Technical Workers | 3.8 | 5.7 | 5.7 |
| Managers, Officials and Admin. (except farm) | 3.4 | 5.6 | 6.6 |
| Sales Workers | 3.6 | 3.3 | 1.6 |
| Clerical Workers | 7.9 | 9.8 | 6.9 |
| Craftsmen, Foremen and Other Skilled Workers | 7.8 | 7.3 | 9.7 |
| Operatives[1] | 11.2 | 13.8 | 10.4 |
| Laborers (except farm) | 1.6 | 3.8 | 1.1 |
| Service Workers[2] | 4.7 | 10.0 | 6.2 |
| Private Household Workers[3] | .2 | .6 | .3 |
| Farm Owners and Managers | 11.2 | 5.8 | 8.9 |
| Farm Laborers and Foremen | 1.4 | 1.3 | .4 |

[1]Includes assemblers, factory workers, transport equipment operators, etc.
[2]Includes janitorial, food service workers, medical assistants, hotel attendants, etc.
[3]Includes housekeepers, servants, child care workers, laundresses, etc.

| Hopedale | McLean | Minier | Stanford | Waynesville | District |
|---|---|---|---|---|---|
| 14.3 | 11.7 | 13.1 | 12.1 | 11.8 | 11.8 |
| 30.3 | 23.0 | 27.2 | 27.9 | 23.2 | 26.4 |
| 1.0 | 1.1 | .8 | .6 | .7 | .9 |
| .4 | .5 | .3 | .6 | .0 | .4 |
| 4.9 | 6.0 | 5.2 | 4.9 | 4.6 | 5.3 |
| 4.0 | 5.7 | 4.9 | 4.4 | 4.8 | 5.1 |
| 2.6 | 2.6 | 2.9 | 2.0 | 1.4 | 2.6 |
| 7.0 | 10.2 | 8.0 | 9.6 | 9.6 | 8.6 |
| 6.0 | 5.8 | 7.8 | 6.6 | 10.3 | 7.5 |
| 9.3 | 11.3 | 10.6 | 9.9 | 14.6 | 11.4 |
| 1.4 | 1.8 | 2.0 | 2.8 | 3.4 | 2.3 |
| 9.9 | 9.0 | 9.2 | 4.9 | 7.5 | 7.9 |
| .4 | .1 | .0 | .1 | .9 | .3 |
| 8.2 | 10.4 | 7.3 | 12.2 | 6.8 | 8.6 |
| .5 | .7 | .7 | 1.5 | .5 | .9 |

# EMPLOYMENT REPORT

Census Report as of July 1, 1973

## III. Type and Location of Employment — Per Cent Responding

| Elementary Attendance Center | TYPE OF EMPLOYMENT Full-Time | Part-Time | LOCATION OF EMPLOYMENT Within District | Out of District | Both In & Out of District |
|---|---|---|---|---|---|
| Armington | 84.6 | 15.4 | 54.5 | 44.2 | 1.2 |
| Atlanta | 86.5 | 13.5 | 43.5 | 55.6 | .9 |
| Danvers | 88.3 | 11.7 | 31.5 | 67.9 | .6 |
| Hopedale | 82.3 | 17.7 | 55.7 | 43.5 | .9 |
| McLean | 87.0 | 13.0 | 49.9 | 49.9 | .2 |
| Minier | 83.6 | 16.4 | 53.1 | 45.8 | 1.1 |
| Stanford | 91.5 | 8.5 | 41.8 | 57.8 | .4 |
| Waynesville | 91.2 | 8.8 | 30.0 | 70.0 | .0 |
| **DISTRICT-WIDE** | 86.8 | 13.2 | 44.7 | 54.6 | .7 |

# EDUCATION REPORT

Census Report as of July 1, 1973

## I. School Enrollment — Per Cent Responding

| Elementary Attendance Center | Preschool | In School* | Out of School |
|---|---|---|---|
| Armington | 7.1 | 28.2 | 64.6 |
| Atlanta | 8.0 | 26.7 | 65.4 |
| Danvers | 9.8 | 30.8 | 59.4 |
| Hopedale | 7.8 | 30.1 | 62.0 |
| McLean | 7.9 | 26.6 | 65.5 |
| Minier | 7.8 | 28.4 | 63.8 |
| Stanford | 7.2 | 31.3 | 61.5 |
| Waynesville | 8.9 | 25.4 | 65.6 |
| **DISTRICT-WIDE** | 8.1 | 28.6 | 63.3 |

*Includes elementary, high school, college, special education and vocational students.

# EDUCATION REPORT

Census Report as of July 1, 1973

## II. Highest Educational Level Achieved — Per Cent Responding

| Elementary Attendance Center | Some Elementary | Graduate Elementary | Some High School |
|---|---|---|---|
| Armington | 4.9 | 15.1 | 16.2 |
| Atlanta | 5.4 | 11.2 | 18.0 |
| Danvers | 5.4 | 14.3 | 12.9 |
| Hopedale | 6.0 | 17.5 | 14.3 |
| McLean | 7.2 | 12.6 | 15.0 |
| Minier | 3.2 | 16.0 | 15.9 |
| Stanford | 4.8 | 13.4 | 16.5 |
| Waynesville | 3.3 | 13.3 | 19.2 |
| **DISTRICT-WIDE** | 5.1 | 13.9 | 15.9 |

| High School Graduate | Some College | Jr. College Degree | College Degree | Graduate Education |
|---|---|---|---|---|
| 43.4 | 14.0 | .9 | 3.6 | 1.9 |
| 42.7 | 12.9 | 2.1 | 5.0 | 2.6 |
| 41.7 | 14.4 | 1.3 | 5.9 | 4.0 |
| 37.6 | 13.4 | .5 | 6.6 | 4.1 |
| 36.4 | 17.6 | 1.0 | 6.7 | 3.4 |
| 40.1 | 13.1 | 1.0 | 5.3 | 5.3 |
| 43.4 | 13.8 | .9 | 4.2 | 2.9 |
| 49.3 | 10.4 | .7 | 2.4 | 1.3 |
| 41.5 | 13.8 | 1.2 | 5.2 | 3.3 |

# EDUCATION REPORT

**Census Report as of July 1, 1973**

**III. Per Cent of Student Enrollment — based on year-end totals for 1972-73 school year.**

| Elementary Attendance Center | Elementary Students | High School Students | Total Students |
|---|---|---|---|
| Armington | 7.2 | 7.9 | 7.4 |
| Atlanta | 17.7 | 20.8 | 18.6 |
| Danvers | 20.2* | 15.3 | 18.8** |
| Hopedale | 11.2 | 15.4 | 12.4 |
| McLean | 11.2 | 10.1 | 10.9 |
| Minier | 12.7 | 11.4 | 12.3 |
| Stanford | 13.2 | 14.7 | 13.6 |
| Waynesville | 5.9 | 4.5 | 5.5 |
| Special education classes outside of District | .8 | | .6 |
| **NUMBER— DISTRICT-WIDE** | 2,203 | 904 | 3,107 |

*Includes 1.3% District EMH students attending special education classes at Danvers.
**Includes .9% District EMH students attending special education classes at Danvers.

# PUBLIC OPINION SURVEY

At the same time the census was conducted, a questionnaire designed to obtain citizens' opinions regarding education in the Olympia District was distributed to every adult member of households visited by censustakers.

Of the 7,237 questionnaires distributed, 2,486 were returned yielding a 34.4 per cent response from the District population. Questions asked of Olympia residents appear in boldface. Per cents of responses are based on the number responding to each question. Only one response was to be made to each question except for those asking the respondent to rank choices in order of importance.

**Overall, how do you feel about the Olympia schools?**
25.4% Extremely pleased
61.3% Fairly well pleased
10.1% Moderately displeased
3.3% Extremely displeased

**How do you feel the consolidation has worked out?**
34.2% Very well
37.0% Fairly well
4.9% Poorly
23.9% Too early to tell

**How did you feel about the Olympia consolidation issue at the time it was being considered?**
34.7% Strongly supported
29.8% Moderately supported
14.1% Moderately opposed
15.6% Strongly opposed
5.8% Had no opinion about the issue

**Were you living in the area that is now the Olympia District prior to January 1, 1967?**
80.4% Yes
19.6% No

**Of the following goals of elementary and secondary education, which three would you consider the most important and number them 1, 2 and 3 in their order of importance.**

| | 1 | 2 | 3 |
|---|---|---|---|
| A general education | 56.7% | 14.0% | 7.9% |
| Develop moral standards and values | 18.5% | 28.3% | 12.8% |
| Prepare students for technical training | 2.3% | 10.3% | 11.2% |
| Prepare students for a job after high school | 14.6% | 24.9% | 25.9% |
| Prepare students for college | 5.7% | 13.7% | 17.5% |
| Develop an interest in community and world problems | 2.2% | 8.7% | 24.4% |

**There are many important subjects taught in the public schools. To what extent do you think Olympia should stress the offering of courses in the following areas?**

| | Definitely Should Be Taught | Probably Should Be Taught | Probably Should Not Be Taught | Definitely Should Not Be Taught |
|---|---|---|---|---|
| Music | 64.8% | 33.6% | 1.4% | 0.2% |
| Art | 43.2% | 52.2% | 4.1% | 0.5% |
| Sex Education | 35.5% | 43.7% | 12.5% | 8.2% |
| Study of Religions | 28.0% | 43.1% | 20.1% | 8.8% |
| Building Trades | 62.1% | 34.8% | 2.9% | 0.2% |
| Physical Education | 73.2% | 24.3% | 2.0% | 0.5% |
| Foreign Language | 45.1% | 47.5% | 5.7% | 1.7% |
| Work/Study Programs | 66.9% | 30.4% | 2.1% | 0.6% |

**In your opinion, are the individual needs of the students being met in the classroom?**

21.8% Yes, very well
65.3% Yes, reasonably well
13.0% No, not particularly well

**In your opinion, how many of the teachers in the elementary school in your area are well prepared and effective teachers?**

31.0% All
55.9% All but a few
7.2% More than half
5.9% Half or less

**In your opinion, how many of the teachers in Olympia High School are well prepared and effective teachers?**

20.7% All
57.4% All but a few
14.0% More than half
8.0% Half or less

**Would you be interested in attending adult education courses offered in the evenings?**

63.0% Yes
37.0% No

**How important do you feel that parents/citizens opinion should be to school officials when making decisions about each of the following. (Only one column was to be checked for each item.)**

| | Very Important | Moderately Important | Of Little Importance |
|---|---|---|---|
| | 1 | 2 | 3 |
| Courses or curriculum | 47.4% | 46.4% | 6.2% |
| School boundaries and bussing | 60.1% | 33.1% | 6.8% |
| Discipline and codes such as dress code | 55.6% | 35.6% | 8.8% |
| Ability grouping of students | 26.4% | 47.7% | 25.9% |
| Selection of textbooks | 26.5% | 41.1% | 32.4% |
| Size of classes | 29.8% | 46.2% | 24.0% |
| Planning building and budgets | 58.5% | 32.0% | 9.4% |

**What is your opinion about the amount of emphasis placed on boys' athletics in the Olympia District?**
22.6% Too much emphasis
72.2% About right
5.1% Too little emphasis

**What is your opinion about the amount of emphasis placed on girls' athletics in the Olympia District?**
7.2% Too much emphasis
60.8% About right
32.0% Too little emphasis

**What is your opinion about the emphasis placed on "other activities" such as dramatics, clubs, etc.?**
10.8% Too much emphasis
77.5% About right
11.7% Too little emphasis

**In your opinion, the arrangements provided for bussing of participants involved in extra-curricular activities are:**
84.5% Satisfactory
15.5% Unsatisfactory

**Of the following sources of information about Olympia school matters, choose the three which provide you with the most information and number them 1, 2 and 3 in the order of best source, second best source and third best source respectively.**

| | 1 | 2 | 3 |
|---|---|---|---|
| Radio | 2.9% | 4.7% | 8.8% |
| T.V. | 1.2% | 2.2% | 2.2% |
| Newspapers | 28.4% | 27.9% | 16.0% |
| School Newsletters | 47.1% | 26.0% | 8.4% |
| Children in school | 10.3% | 16.4% | 20.6% |
| Conversation with other people | 5.0% | 14.6% | 26.8% |
| Citizens Advisory Council | .8% | 2.1% | 3.4% |
| Parent-Teacher organization | 1.2% | 3.1% | 6.7% |
| School staff members | 2.1% | 2.0% | 4.0% |
| School Board Members | 1.0% | 1.3% | 3.0% |

**How well do the schools keep you informed about educational policies, school finances, efforts to improve education, and related matters?**

17.5% Very well
52.9% Satisfactorily
20.4% Not especially well
9.1% Very poorly

**Are the school buildings currently used sufficiently for community and recreational activities?**

41.2% Used sufficiently
33.7% Not used sufficiently
25.1% No opinion

**If the school facilities were to be used more for community activities, recreational activities and adult education, additional costs would be incurred. How do you believe these additional costs could be met?**

4.0% Tax Funds
59.8% Fees
30.6% Shared between tax funds and fees
5.5% Other

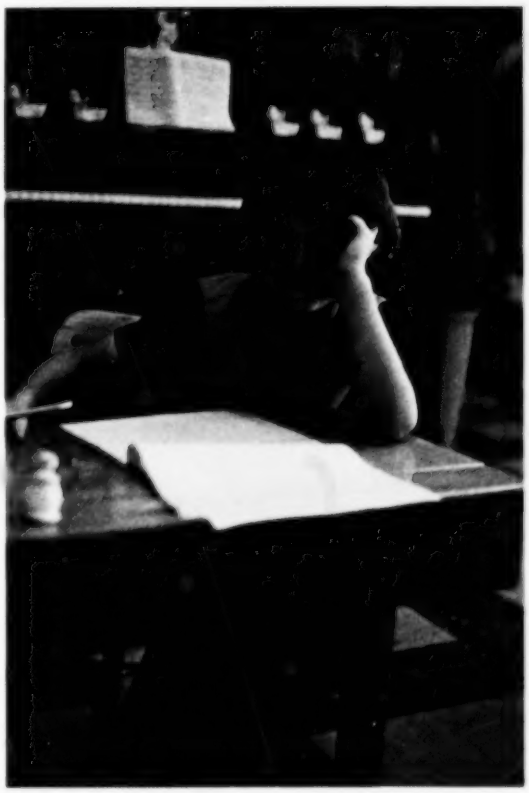
**In terms of space, how adequate do you think elementary school buildings are in your area?**

63.6% Generally adequate
24.9% Adequate, but some crowding
11.5% Generally inadequate

ELEMENTARY SCHOOL EDUCATION

The goal of consolidation in the Olympia District was to achieve a quality educational system for all its students. Prior to the consolidation, the five existing districts operated eight elementary schools, each district independent of the other. The task of unifying the eight schools into one district required numerous planning sessions to determine the curriculum and procedures which would allow a unified approach for education in the elementary schools. Much has been accomplished toward this goal, and new programs continue to be introduced to improve the educational opportunities available to Olympia's elementary students.

During the 1973-74 school year, Olympia District began developing a long-range plan to meet the educational needs of all its students. The study includes educational programs, grade organization, building utilization and transportation. Prior to adoption by the Board of Education, citizens, staff members and students will be provided an opportunity to present their views. The establishment of a Career Development Program for grades K-8 providing career awareness will also be considered.



It is vital that the early grades provide satisfying experiences if students are to form positive attitudes toward school and the learning process. Although the elementary centers follow basically traditional teaching methods, efforts are continuously being made to determine new approaches to make learning a more enjoyable and fulfilling experience for students. The trend is toward implementation of more individualized instruction in the classroom. Programs which foster the concept of the student as an individual with special needs are being developed in the Olympia elementary attendance centers. Individualized teaching is recognized as an important approach to education in that such programs are flexible and permit students to progress at their own rate.

Although not implemented District-wide, experiments with individualized teaching have been conducted by several of the District's elementary teachers. As an example, third grade Language Arts at Danvers is a combination program consisting of three activity areas—oral language, language arts practice and creativity. Emphasis is placed on oral language as well as written expression. The art of oral language is taught through conversational readings, storytelling, *Weekly Reader* discussion, simple debate, telephone and hospitality practice, book reporting and dramatics. By stressing these areas early in the learning process, students are better able to select main and important facts and ideas. Oral self-expression, paraphrasing and the ability to question wisely are also enhanced. The individualized approach to Language Arts allows the student to work in strengthening his particular weaknesses and improving his areas of competency. Grammar usage, sentence structure, handwriting practice, vocabulary enrichment, dictionary skills, spelling, crossword puzzles and word games are used to improve the student's knowledge of written language. Regular classroom texts and workbooks are used in all activities as are supplementary materials. Students choose from a wide range of creative activities which increase skills in writing. They also learn sign language, and are exposed to other methods involving language communication. These activities

are about 90% student-planned, with teacher approval. This individualized approach of teaching Language Arts to third graders at Danvers is used during a two-hour block of time, three days per week. Each activity is 30 minutes in length with three time blocks utilized for Language Arts, the fourth for individualized math. Students are placed in groups of four to seven for classroom management. Groups are flexible and a schedule of activity for each student is personalized to meet the needs of that student. In Language Arts, grouping is flexible and frequently rearranged. The classroom is divided into four work stations. Materials for each activity are near the work station, and the students move to a different one every half hour. The teacher, and in some cases, teacher aides are available to each child during the two-hour time period, except for occasions of teaching small group lessons.

Language Arts was selected for the individualized approach after teachers felt the need to provide greater motivation, especially for slow learners. The experiment resulted partially from dissatisfaction with the traditional method of a self-contained classroom. Results of the individualized teaching approach indicate students can work on their own, overcoming weaknesses and enhancing proven skills and strengths, and that greater pupil responsibility for learning is developed through small groups.

Similar approaches to individualized instruction have been used in other of the District's elementary classes. For the most part, however, the standard curriculum and methods of teaching are used. This basic curriculum includes social studies, science, English, reading, phonics, spelling, handwriting and mathematics. All elementary students participate in physical education activities, as well as music and art classes taught by teachers specializing in those areas.

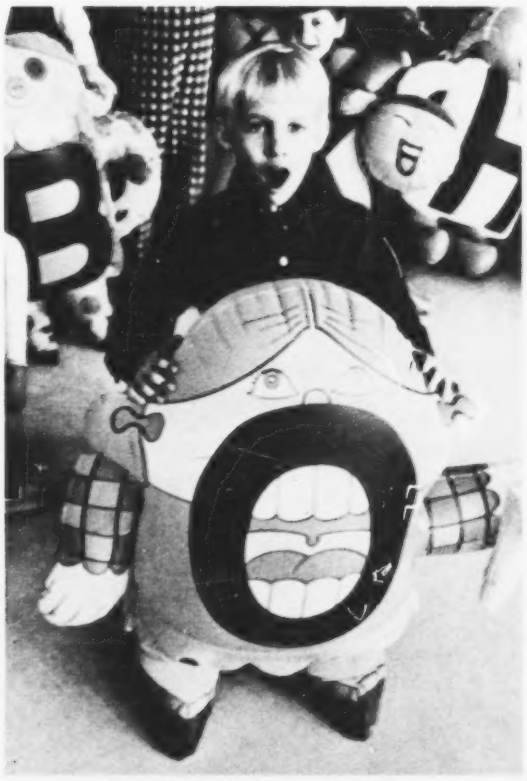
In order to offer learning opportunities outside the school building, Olympia administrators encourage student participation in field trips. Learning by doing, by seeing, and by experiencing is often accomplished more effectively by taking students from their desks. Considered a basic part of educa-

tion, field trips are an important educational opportunity for Olympia students.

Extra-curricular activities available to the District's elementary students such as music contests, science fairs, literary festivals, and special programs, help to complete a well-rounded educational experience. The size of the Olympia District makes it possible for music and literary festivals to be sponsored within the school district, and also for the attendance centers to form their own athletic conference. Boys in grades 6 - 8 are eligible to participate in competitive basketball, baseball and track events.

Programs for the academically talented in the areas of science and literature for grades 5 - 8 have been implemented in Olympia's elementary attendance centers. Programs for slow learners, especially slow readers, also exist to help those students improve their skills. Special education teachers in the Olympia District work with educable mentally handicapped students at primary, intermediate, upper grade and high school levels. Socially maladjusted students and those with learning disabilities also attend classes in the District. Trainable mentally handicapped, the hard of hearing and other severely handicapped children are transported to Bloomington and Illinois State University for special education classes.

Pilot programs are used in the elementary schools to determine what type of teaching techniques work best for students of the area. As is true with pilot programs, educational equipment is carefully evaluated before being accepted for Unit-wide use. When proved effective in pilot programs, equipment and teaching techniques are implemented in other elementary centers in the District. An Economy Reading pilot program is used at McLean Elementary School. This basic reading series emphasizes phonics and reading skills for first graders. Two new pilot programs were implemented at Atlanta Elementary Attendance Center for the 1973-74 school year. These pilot programs for Pre-Reading and Beginning Reading are designed to offer children enjoyable and constructive learning experiences. The Pre-Reading Program is used primarily for kindergarten students, although it can be used in grades 1, 2 and 3.



This program teaches the child vocabulary and oral communication as well as how to give and follow directions. Through a multiplicity of colorful components, the child is first introduced to the letters of the alphabet and then to letter sounds. Letters are personified through the use of 26 inflatable "letter people," each 30 inches high. Positive kinds of social behavior are taught along with auditory and visual discrimination through games, discussions and carefully graded tasks. Definite learning objectives are established, and the teacher's efforts are continually directed toward these specific goals. Teachers can proceed at their own pace, because the lesson plans provided are flexible enough to adapt to the teacher's own style of class management.

The Beginning Reading Pilot Program is used primarily in grade one, and provides reinforcement of pre-reading skills. The child can achieve success in learning phonics, spelling and reading through stories, pictures, games and poetry. This Program uses 26 "letter people cards" on heavy paper, as well as various storybooks, puppets, filmstrips and records.

Under provisions of the Title I, ESEA Program, three Olympia elementary centers receive funds for improving educational services available to students from economically-deprived circumstances. Special reading teachers are employed especially for this purpose. A parents' advisory council meets bimonthly and serves to disseminate information regarding achievements of the special reading program. This group also evaluates progress of the program and provides input toward improving it.

Funds received from Title II of the ESEA Program allow the Olympia District to purchase instructional materials and library resources for the elementary schools. Learning Centers at Atlanta and Danvers have been established as pilot programs. They provide controlled readers, language masters and tape recorders for individualized use by students needing work in specific areas. Atlanta's Learning Center is also equipped with a Borg Warner System 80 Unit used to improve skills in mathematics and reading. Danvers Elementary School uses the Hoffman Reader System, also to aid students in mathematics and reading. A variety of educational materials are also available in classrooms at other Olympia elementary schools. Learning centers at other of the District's elementary attendance centers are in the planning stages.

Teachers in the elementary system are encouraged to attend professional meetings in their teaching areas. The unified elementary schools provide sufficient justification to make workshops and in-service training programs available, enhancing the expertise of the District's teachers. Such in-service training programs have included workshops in art, primary physical education, ecology and nutrition. Teachers representing various grade levels from each elementary school serve on curriculum committees. These committees review textbooks and provide input for new approaches to teaching. A full-time elementary consultant is available to advise and assist Olympia teachers in the implementation of new ideas in their classrooms and with difficult areas of instruction. In addition to working with pilot programs and teaching materials, the consultant is available to teach on

a half-day basis in the elementary schools, thereby enabling the regular teacher to observe other classes. An elementary guidance counselor assists students in selecting courses, pre-registering for high school and in other academic-related problems. The guidance counselor provides leadership for the District's testing program which includes mental ability, achievement, diagnostic reading and readiness testing. Services of a psychologist and a social worker are available to the Olympia District through the Tri-County Special Education Association. They recommend special teaching methods and deal with problems encountered by the exceptional child.

Data obtained from the District-wide census conducted in March, 1973, show that a decrease in future student population can be expected. These District data parallel similar data showing a decline in the number of resident births in the State of Illinois. It is difficult, at this time, to predict what effect the consolidation will have in attracting people to the area. In spite of the projected population decrease, it is feasible that Olympia enrollment could experience an increase as a result of people moving to the District to take advantage of the educational opportunities available.

In keeping with the goal of the Olympia District, the elementary schools are continuing to develop new and innovative approaches to education. The consolidation of the previously existing five districts has provided the base upon which to expand educational opportunities beneficial to all its students.

*Children are not born with a built-in sense of responsibility.*
*Neither do they acquire it automatically at a certain prescribed age.*
*Responsibility, like piano playing,*
*is attained slowly and over many long years.*
*It requires daily practice in exercising judgment and in making choices about matters appropriate to one's age and comprehension.*

*—Haim G. Ginott*

A HIGH SCHOOL OF EDUCATIONAL OPPORTUNITY

A dream of seven years duration became a visible reality on September 1, 1972. It was on this day that the doors of the new Olympia High School were opened to admit District students to their first day of classes in the new facility.

The school is a modern, one-story structure containing 157,850 square feet and is situated on an 83-acre site located centrally in the 377-square-mile District.

In addition to the building, site improvements include two baseball diamonds, four softball diamonds, parking facilities for over 500 cars, a football field and all-weather track complex with permanent grandstands, a 75,000 gallon water tower and a five-acre, three-stage sanitary lagoon. A natural gas line was brought to the site, and a plot of ground was leased to the Corn Belt Electric Cooperative on which a 2,500 KVA substation was built. Vehicular access and movement on the site were also prime design considerations necessitated by the isolated location of the facility. This factor also made transporting many students to and from the site one of the many problems faced by the District.

Olympia's transportation system uses the eight elementary attendance centers as "terminals." Geographic boundaries designate areas to be served by each elementary attendance center. Students residing within one and one-half miles from an elementary school provide their own transportation to the "terminal."[1] There, high school students board express buses and are transported to the high school. Bus routes are coordinated to meet the time schedules of all schools involved. In the afternoons, the procedure is reversed.

Provisions established in the high school schedule allow for two additional class periods during each school day. Classes and extra-curricular activities are conducted during the two additional 55-minute periods. This time is also available to students for work in the library or other special areas of the school. Students involved in school activities during the additional two periods may ride buses departing the

[1]The State of Illinois partially reimburses school districts for transportation of students living more than one and one-half miles from school. No reimbursement is provided for students living less than one and one-half miles from school.

high school at 5:30 p.m. These buses transport students to their respective "terminals." The student assumes the responsibility of getting home from the "terminal."

Transportation of athletes involved in inter-scholastic competition, particularly those not of driving age, is a concern of the transportation system. Events beginning before the end of the school day or immediately following it afford few transportation problems. However, activities beginning in the early evening pose some difficulty if the participants have already gone home. In order to eliminate additional trips to the school, provisions are made for the participants to eat their evening meal at the high school. If they do go home, they must arrange their own transportation for return to the high school. Following all athletic events, transportation is provided for all participants who need it. Buses return the students to the "terminals;" from there the student again assumes the responsibility of getting home. Activities taking place away from the high school necessitate transporting participants to that site. Spectator buses are available for students at a nominal charge per student if a minimum of 20 indicate they plan to use the service. They are transported to the event and returned to the high school, but must otherwise provide their own transportation. The student fans are also afforded the opportunity of purchasing an evening meal at the high school.

Some athletic events take place on days school is not in session. On such days, transportation for participants is provided both to and from the "terminals."

During the 1972-73 school year, the Olympia District regularly operated 31 school buses, which on an average day traveled 2,160 miles just taking students to and from school. To run the transportation system for the 2,054 regular bus riders of which 935 were high school students and for those riding "activity buses," the Olympia District buses used 107,197 gallons of gasoline during the first year of the school's operation.

According to survey conducted in 1973 of the 10th, 11th and 12th grade students, Olympia High School bus riders, on the average, spend 31-40 minutes riding the bus

to school. Some students spend as much as 70 minutes while others spend as little as five minutes riding the bus to school.

Upon arrival at Olympia High School, entrance can be gained through main doors accessible from two parking lots, the student/faculty lot on the west and the visitor lot on the east. Entries from either lot lead into a wide corridor which divides the building into two wings (see floor plan on following pages). To the north of this corridor is the "academic wing;" the "activity wing" is to the south.

Facilities in the "activity wing" include the cafeteria/commons area; auditorium; band and choral rooms; gymnasium, swimming pool and other physical education areas; industrial arts or shop areas; home economics areas; boiler room, laundry and other maintenance areas. All of this wing is air-conditioned except for the swimming pool, locker rooms and the shop areas.

The "academic wing" contains classrooms and laboratories, the library, teacher preparation areas, the health service, attendance and guidance areas (commonly called the "Student Service Center"), and administrative offices, all of which are air-conditioned. All corridors and offices in this wing are carpeted as are classrooms, except those in which spilling of liquids and chemicals could occur. "Flexibility" best describes the academic wing. The walls between many rooms are "demountable," meaning they can be removed in a relatively short period of time allowing the alteration of classroom sizes to facilitate special teaching procedures.

**Some Special Areas and Facilities of Olympia High School**

CAFETERIA

Seating capacity of 320; separate faculty dining room; sliding glass doors opening into main corridor and onto patio; three serving lines in serving room (two for government lunch and one for ale carte) additional lines can be added; lunches prepared in all stainless steel, electric kitchen; used as "Commons" area when lunch is not being served; used for sale of refreshments and lounge during athletic events.

Physical Ed.
F-5
Finishing Room
Project
Tool Room
Office
F-4
F-3
F-1
F-2
B
G
BOILER ROOM
Kitchen Storage
General Storage
KITCHEN
PATIO
SERVING
CAFETERIA
Faculty
Dish-Wash-ing
Lkr.
BOYS
Storage
Office
BOYS LKR.
Show-ers
Laun-dry
Storage
SWIMMING POOL
PATIO
GYMNASIUM
Storage
Lkr.
GIRLS
Storage
Office
GIRLS LKR.
Show-ers
E-1
STAGE
AUDITORIUM
Stor-age
Boys
Girls
Stor-age
Practice
Practice
Lib.
Sec-tion
Ensemble
Band
Choral
W
S
N
E
VISITORS PARKING

STUDENT PARKING

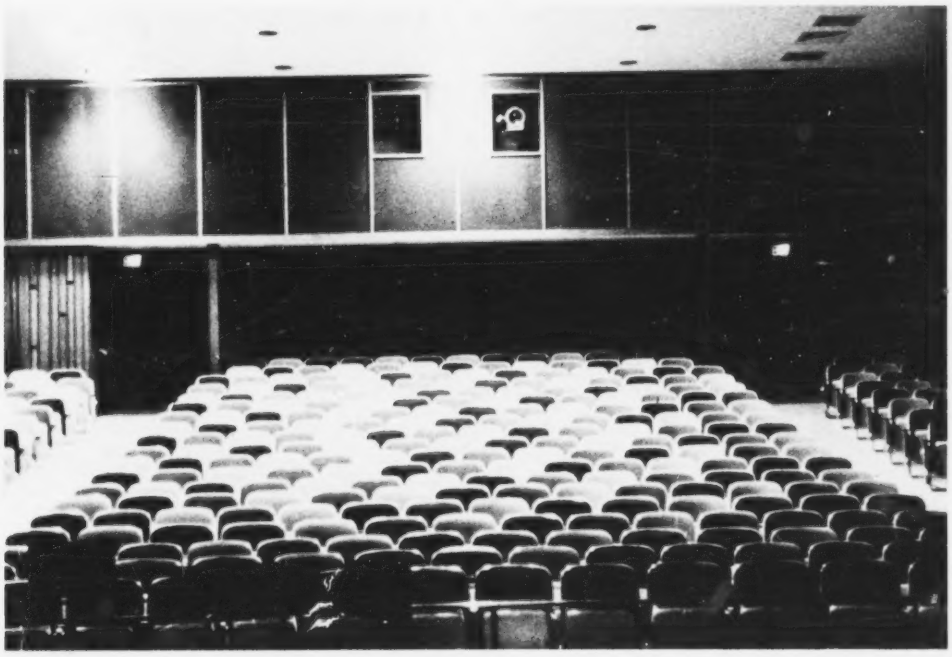
OLYMPIA HIGH SCHOOL

0 40 80 120

Scale in feet

LIBRARY

Seating capacity of 120 contains usual library study tables and also many individual study carrells — some with electrical outlets to allow for use of audio-visual equipment; in addition to reading room, contains conference rooms, professional library for faculty use, library workroom, office, audio-visual preparation room, preview room and darkroom; open for student use from 8:15 a.m. to 5:30 p.m.; operated by one full-time Librarian, one part-time Library Aide and one half-time Audio-Visual Coordinator.



AUDITORIUM

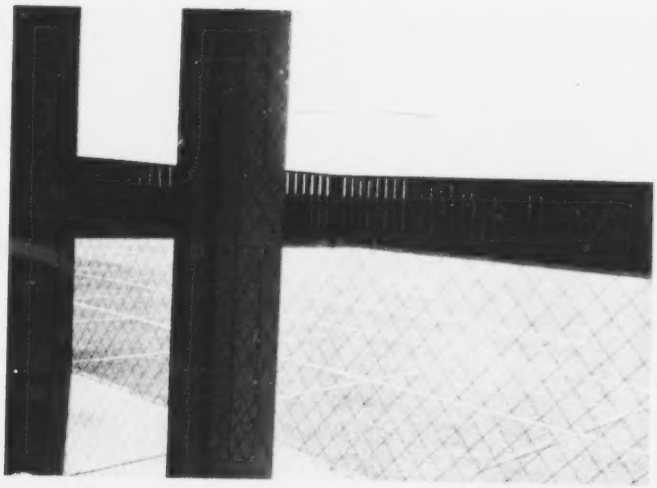
Seating capacity of 501 with seats randomly arranged in four complementary colors with fold-down tablet arms on every other seat; wall treatment of red oak; orchestra pit; projection room; apron of stage of hardwood while remainder is of pine to allow proper fastening of scenery.

GYMNASIUM

120' x 120' in size; fold-out bleachers on all four walls to seat 3,000; frequently used by both boys and girls concurrently; air-conditioned; mercury vapor lights over basketball court; floor of Northern hard maple.

SWIMMING POOL

Olympic size; six lanes wide; approximately 150,000 gallons capacity; balcony with seating for 300 spectators; sliding glass doors opening onto enclosed patio; all students rent swimming suits which are color coded by size; designed with locker facilities separate from gymnasium locker rooms; used by District residents on a scheduled basis.



POOL PATIO

Pool patio, 6,000 square feet, is accessible to from south of swimming pool. Sliding glass doors reinforced with wire mesh allowing for extra strength and safety, open onto the patio.

GRANDSTANDS

Permanent grandstands are located on the east side of the football and track field, seating capacity of 2,700.

# CURRICULUM COMPARISONS

The seven high schools in operation prior to the consolidation forming the Olympia District had rather limited curriculums. The number of course offerings available to students in each of these seven ranged from a low of 31 to a high of 39. If, after consolidation, only those courses offered in the seven schools were maintained with no new additions, 62 courses would be available from which a high school student could choose. This alone would nearly double the number of choices available before consolidation. This was not done, however. The students pre-registering to attend Olympia High School in September, 1972, chose from over 100 courses offerings.

To teach the 62 courses and offer guidance to the students, the number of full-time equivalency teachers and counselors employed in the seven high schools was 67.6. In spite of the increase in the number of course offerings at Olympia High School, only 55.5 full-time equivalency teachers and support personnel were required during the 1972-73 school year.

The following table shows the actual courses offered in each school existing prior to consolidation during the 1965-66 school year. Enrollment figures were taken from the 1966 Feasibility Study which did not indicate if courses were one semester or two semesters in length. The column marked Olympia High School shows courses available during the 1972-73 school year. Enrollment totals are based on year-end enrollment figures.

***indicates course added to curriculum for 1973-74 school year.**
**○indicates one semester courses, all others are two semesters (applies only to O.H.S.)**
**-indicates course not offered.**

## HIGH SCHOOL CURRICULUMS BEFORE CONSOLIDATION, OLYMPIA HIGH SCHOOL CURRICULUM AND STUDENT ENROLLMENTS

| CURRICULUM | Atlanta | Danvers | Waynesville McLean- | Stanford | Armington | Hopedale | Minier | Total Before Consolidation | Olympia High School |
|---|---|---|---|---|---|---|---|---|---|
| **Language Arts** | | | | | | | | | |
| English I | 44 | 37 | 38 | 25 | 15 | 30 | 27 | 216 | 217 |
| English II | 39 | 37 | 38 | 31 | 18 | 30 | 21 | 214 | 199 |
| Basic English I | — | — | — | — | — | — | — | — | 72 |
| Basic English II | — | — | — | — | — | — | — | — | * |
| English III | 33 | 42 | 43 | 37 | 20 | 23 | 21 | 219 | — |
| English IV | 25 | 31 | 29 | 16 | 15 | 12 | 15 | 143 | — |
| Speech° | 9 | — | 16 | 12 | — | — | — | 37 | 28 |
| Journalism | — | — | — | — | — | — | — | — | 27 |
| Creative Writing° | — | — | — | — | — | — | — | — | 16 |
| Dramatics° | — | — | — | — | — | — | — | — | 39 |
| American Literature° | — | — | — | — | — | — | — | — | 100 |
| Public Communications° | — | — | — | — | — | — | — | — | 30 |
| English Literature° | — | — | — | — | — | — | — | — | 20 |
| World Literature° | — | — | — | — | — | — | — | — | 33 |
| Advanced Composition° | — | — | — | — | — | — | — | — | 34 |
| | | | | | | | TOTALS | 829 | 815 |
| **Driver Education** | | | | | | | | | |
| Classroom | 39 | 24 | 38 | 33 | 32 | 30 | 26 | 222 | 249 |
| Behind the Wheel | 36 | 24 | 38 | 33 | 19 | 30 | 26 | 206 | 249 |
| | | | | | | | TOTALS | 428 | 498 |

(Table continued page 66)

CURRICULUM COMPARISONS (continued)

| CURRICULUM | Atlanta | Danvers | Waynesville McLean- | Stanford | Armington | Hopedale | Minier | Total Before Consolidation | Olympia High School |
|---|---|---|---|---|---|---|---|---|---|
| **Foreign Languages** | | | | | | | | | |
| Spanish I | 23 | — | — | — | — | — | — | 23 | 49 |
| Spanish II | 17 | — | — | — | 9 | — | — | 26 | 23 |
| Spanish III | 3 | — | — | — | — | — | — | 3 | 5 |
| Spanish IV | — | — | — | — | — | — | — | — | 1 |
| French I | — | — | — | 9 | — | — | — | 9 | 28 |
| French II | — | — | — | 9 | — | — | — | 9 | 4 |
| French III | — | — | — | 1 | — | — | — | 1 | 1 |
| French IV | — | — | — | — | — | — | — | — | 1 |
| Latin I | — | 13 | — | — | — | — | 17 | 30 | — |
| Latin II | — | 8 | — | — | — | 12 | — | 20 | — |
| German I | — | — | 12 | — | — | — | — | 12 | 28 |
| German II | — | — | 12 | — | — | — | — | 12 | 8 |
| | | | | | | | TOTALS | 145 | 148 |
| **Science** | | | | | | | | | |
| General Science | — | 38 | — | 24 | 15 | 29 | 27 | 133 | 103 |
| Physical Science | 14 | — | 42 | — | — | — | — | 56 | 94 |
| Biology I | 38 | 22 | 36 | 32 | 18 | 20 | 21 | 187 | 100 |
| Physics I | 4 | — | 4 | 11 | — | 9 | — | 28 | 15 |
| Chemistry | 7 | 28 | 12 | — | 9 | — | 14 | 70 | 61 |
| Applied Biology | — | — | — | — | — | — | — | — | 38 |
| Advanced Biological Science° | — | — | — | — | — | — | — | — | 10 |
| Advanced Physical Science° | — | — | — | — | — | — | — | — | 6 |
| | | | | | | | TOTALS | 474 | 427 |

CURRICULUM COMPARISONS (continued)

| CURRICULUM | Atlanta | Danvers | Waynesville McLean- | Stanford | Armington | Hopedale | Minier | Total Before Consolidation | Olympia High School |
|---|---|---|---|---|---|---|---|---|---|
| **Mathematics** | | | | | | | | | |
| General Math I | 10 | 7 | 7 | 9 | — | 15 | 6 | 54 | 57 |
| Algebra I | 37 | 24 | 46 | 22 | 15 | 18 | 26 | 188 | 145 |
| Algebra II | 16 | 8 | 10 | 21 | 14 | — | 11 | 80 | 75 |
| Basic Math II ¤ | — | — | — | — | — | — | — | — | 90 |
| Plane Geometry | 21 | 11 | 19 | 17 | 8 | 14 | 11 | 101 | 56 |
| Solid Geometry | — | — | 3 | — | 8 | 9 | — | 20 | — |
| Analytical Geometry | — | 4 | — | — | — | — | — | 4 | — |
| Trigonometry | — | 4 | 3 | — | — | 9 | 5 | 21 | — |
| College Preparatory Math | 7 | — | — | — | — | — | — | 7 | 26 |
| | | | | | | | TOTALS | 475 | 449 |
| **Social Studies** | | | | | | | | | |
| Introduction to Social Studies | — | — | — | — | — | — | — | — | 27 |
| Civics | 18 | — | 23 | — | — | — | — | 41 | — |
| Sociology ° | — | — | — | — | — | 8 | — | 8 | 39 |
| United States History | 42 | 43 | 43 | 36 | 20 | 22 | 23 | 229 | 231 |
| World History | 23 | 17 | 56 | 5 | 11 | 23 | 10 | 145 | 32 |
| Government Problems | 27 | 20 | — | 29 | 19 | — | 3 | 98 | — |
| Economics ° | 27 | — | 23 | — | 19 | 8 | — | 77 | 5 |
| World Geography | — | — | — | — | — | — | — | — | * |
| American Government ° | — | — | — | — | — | — | — | — | 27 |
| Current World Affairs ° | — | — | — | — | — | — | — | — | 25 |
| | | | | | | | TOTALS | 598 | 386 |
| **Physical Education** | | | | | ALL | | | | |
| **Special Education** | | | | | | | | | |
| Educable Mentally Handicapped | — | — | — | — | — | — | — | — | 14 |
| Learning Disabilities | — | — | — | — | — | — | — | — | 17 |
| | | | | | | | TOTALS | — | 31 |

¤ course includes Trigonometry at O.H.S.

(Table continued page 68)

CURRICULUM COMPARISONS (continued)

| CURRICULUM | Atlanta | Danvers | Waynesville McLean- | Stanford | Armington | Hopedale | Minier | Total Before Consolidation | Olympia High School |
|---|---|---|---|---|---|---|---|---|---|
| **Fine Arts** | | | | | | | | | |
| General Art I | — | — | — | 17 | — | — | — | 17 | 75 |
| Creative Crafts° | — | — | — | — | — | — | — | — | * |
| Ceramics° | — | — | — | — | — | — | — | — | * |
| Drawing° | — | — | — | — | — | — | — | — | * |
| Design° | — | — | — | — | — | — | — | — | * |
| Band | 54 | 31 | 30 | 29 | 43 | 19 | 23 | 229 | — |
| Band—Freshman-Sophomore | — | — | — | — | — | — | — | — | 76 |
| Band—Junior-Senior | — | — | — | — | — | — | — | — | 59 |
| Chorus | 15 | 40 | 42 | 35 | 11 | 48 | 25 | 216 | — |
| Chorus—Freshman-Sophomore | — | — | — | — | — | — | — | — | 64 |
| Chorus—Junior-Senior | — | — | — | — | — | — | — | — | 45 |
| Basic Music Theory | — | — | — | — | — | — | — | — | 24 |
| Advanced Music Theory | — | — | — | — | — | — | — | — | * |
| Music History | — | — | — | — | — | — | — | — | 5 |
| | | | | | | | TOTALS | 462 | 348 |
| **Agriculture** | | | | | | | | | |
| Vocational Agriculture I | 7 | 13 | — | 7 | 5 | — | 3 | 35 | — |
| Animal Science | — | — | — | — | — | — | — | — | 41 |
| Vocational Agriculture II | — | 11 | — | — | — | 15 | — | 26 | — |
| Plant Science | — | — | — | — | — | — | — | — | 11 |
| Vocational Agriculture III | 9 | 19 | — | 12 | 6 | — | 5 | 51 | — |
| Vocational Agriculture IV | — | — | — | — | — | 5 | — | 5 | — |
| Farm Production & Management | — | — | — | — | — | — | — | — | 13 |
| Horticulture° | — | — | — | — | — | — | — | — | 19 |
| | | | | | | | TOTALS | 117 | 84 |

CURRICULUM COMPARISONS (continued)

| CURRICULUM | Atlanta | Danvers | Waynesville McLean- | Stanford | Armington | Hopedale | Minier | Total Before Consolidation | Olympia High School |
|---|---|---|---|---|---|---|---|---|---|
| **Business Education** | | | | | | | | | |
| Typewriting I | 20 | 20 | 17 | 21 | 20 | 12 | 14 | 124 | 142 |
| Typewriting II° | — | — | 9 | — | 10 | — | 8 | 27 | 49 |
| Personal Typewriting° | 10 | — | 18 | — | — | 11 | — | 39 | 29 |
| General Business | — | — | — | 7 | — | 8 | — | 15 | 132 |
| Consumer Education° | — | — | — | — | — | — | — | — | 70 |
| Bookkeeping I | 22 | 29 | 16 | 28 | 18 | 14 | 12 | 139 | 43 |
| Shorthand I | 16 | 15 | 11 | — | 9 | 2 | 7 | 60 | 42 |
| Shorthand II° | — | — | 4 | — | — | — | — | 4 | 13 |
| Office Practice | 6 | 7 | — | 4 | 9 | — | — | 26 | — |
| Clerical Office Practice° | — | — | — | — | — | — | — | — | 30 |
| Secretarial Office Practice° | — | — | — | — | — | — | — | — | 13 |
| Office Machines° | — | — | — | — | — | — | — | — | 42 |
| Introduction to Data Processing° | — | — | — | — | — | — | — | — | 49 |
| | | | | | | | TOTALS | 434 | 654 |
| **Home Economics** | | | | | | | | | |
| Vocational Home Economics I | 20 | 15 | 7 | 13 | 5 | 12 | 13 | 85 | 67 |
| Vocational Home Economics II | 9 | 9 | 10 | 13 | 4 | 11 | 12 | 68 | 32 |
| Vocational Home Economics III | 12 | 16 | 8 | — | — | 7 | 6 | 49 | — |
| Vocational Home Economics IV | — | — | 11 | 6 | — | — | — | 17 | — |
| Family Living | — | — | — | — | 4 | — | — | 4 | — |
| Advanced Clothing° | — | — | — | — | — | — | — | — | 25 |
| Advanced Foods° | — | — | — | — | — | — | — | — | 14 |
| The Family° | — | — | — | — | — | — | — | — | 22 |
| Housing & Home Furnishings° | — | — | — | — | — | — | — | — | 22 |
| Individual Projects° | — | — | — | — | — | — | — | — | 27 |
| | | | | | | | TOTALS | 223 | 209 |

(Table continued page 70)

CURRICULUM COMPARISONS (continued)

| CURRICULUM | Atlanta | Danvers | Waynesville McLean- | Stanford | Armington | Hopedale | Minier | Total Before Consolidation | Olympia High School |
|---|---|---|---|---|---|---|---|---|---|
| **Industrial Arts** | | | | | | | | | |
| Industrial Arts I | 15 | — | 12 | 6 | — | — | 10 | 43 | — |
| Industrial Arts II | — | — | 12 | 4 | — | — | 8 | 24 | — |
| Industrial Arts III | — | — | 10 | 12 | — | — | 2 | 24 | — |
| Industrial Arts IV | — | — | 12 | — | — | — | 2 | 14 | — |
| Introduction to Industrial Arts | — | — | — | — | — | — | — | — | 97 |
| Machine Woods° | — | — | — | — | — | — | — | — | 21 |
| Engine Maintenance° | — | — | — | — | — | — | — | — | 32 |
| Mechanical Drawing° | — | — | — | — | — | — | — | — | 20 |
| Architectural Drawing° | — | — | — | — | — | — | — | — | 18 |
| Home Repair° | — | — | — | — | — | — | — | — | 52 |
| Introduction to Graphic Arts° | — | — | — | — | — | — | — | — | 27 |
| Image Production° | — | — | — | — | — | — | — | — | * |
| Photography° | — | — | — | — | — | — | — | — | * |
| Production Printing° | — | — | — | — | — | — | — | — | * |
| Advanced Woodworking° | — | — | — | — | — | — | — | — | 17 |
| Metals | — | — | — | — | — | — | — | — | 32 |
| Farm Machinery Maintenance° | — | — | — | — | — | — | — | — | 37 |
| | | | | | | | TOTALS | 105 | 353 |
| **Vocational** | | | | | | | | | |
| Occupational Orientation | — | — | — | — | — | — | — | — | 36 |
| Health Occupational Orientation | — | — | — | — | — | — | — | — | 4 |
| Business Occup. Orientation | — | — | — | — | — | — | — | — | 8 |
| Ind. & Agriculture Occup. Or. | — | — | — | — | — | — | — | — | 7 |
| Health Occupations I | — | — | — | — | — | — | — | — | 5 |
| Health Occupations II | — | — | — | — | — | — | — | — | 1 |
| Cooperative Work Training I | — | — | — | — | — | — | — | — | 27 |
| Cooperative Work Training II | — | — | — | — | — | — | — | — | 3 |
| CWT—On-the-Job | — | — | — | — | — | — | — | — | 30 |
| Health Occupations—On-the-Job | — | — | — | — | — | — | — | — | 10 |
| | | | | | | | TOTALS | — | 131 |

It is apparent from the total enrollment figures that in some cases more students were enrolled in courses available prior to consolidation than in similar courses offered at Olympia High School. It should be noted, however, that students have a much wider range of course selections and many students are now enrolling in vocational courses not available prior to consolidation. Considering the trend toward vocational education, Olympia High School is making available important educational opportunities for the non-college bound student.

The course offerings at Olympia High School are not the only courses available to Olympia students. The District is served by the Bloomington Area Vocational Center which offers many opportunities for additional training in vocacational areas. How ever varied their interests, Olympia High School students can select from a wide variety of course offerings designed to meet their individual needs.

The regular school day is composed of six periods, each 55 minutes in length. Two additional periods are provided to allow students to obtain selected classes they could not fit into their regular schedule, or perhaps take a sixth subject, or participate in a variety of extracurricular activities. This time arrangement is referred to as the "6-2 Plan."

An important part of education is the developing and fostering of the decision-making process. One way this process is nurtured at Olympia High School is by allowing students decide how to use any unscheduled time they might have. If a student does not have a class scheduled for a given period of the day, he may exercise his option to:

—go to the Library to use the facilities available there.
—go to the band/choral area to practice.
—go to a room designated to be used for quiet study.
—go, with permission, to shops or labs to work on projects.
—go to the Cafeteria/Commons area to just visit with friends, to study with others, and/or to purchase soft drinks and candy from vending machines.
—go, with permission, to a teacher's office for a conference.

Those students who abuse the privilege are assigned to the aforementioned quiet-study room.

In order to care for the health and safety of its 900 plus students while at the High School, the Olympia District employs a full-time registered nurse who is in attendance during the entire school day. The nurse handles minor illnesses and accidents at the High School. The Hopedale Medical Complex, located within the Olympia District, cooperates with the High School Health Center by supplying hospital services and mobile units for emergency care. The Medical Complex also provides Olympia with medical equipment and consultation in cases of emergency. Sick rooms, one each for boys and girls, are available in the High School Health Center for students who become ill at school. In case of serious illness or injury, an attempt is made in each case to notify the parents to determine their wishes for medical care. If the parents cannot be reached, advice of the student's family doctor is obtained. If it is necessary, consultation is obtained from the Hopedale Medical Complex.

# EXTRA-CURRICULAR ACTIVITIES

A question which frequently arises when school consolidation is considered is one pertaining to athletics and other extra-curricular activities. Olympia High School has an activity period, regularly scheduled once a week during the school day, at which time clubs and other activities may hold organizational meetings. The previously mentioned 6-2 Plan also provides time for sports and activities.

Small schools, such as those existing in the Olympia District prior to the opening of Olympia High School, offer activities which frequently have almost the same membership and the same officers. The sports scene is often dominated by the same athletes. However, larger schools, such as Olympia High School, usually provide a greater variety of sports and other activities, giving more students the opportunity to participate in an area of their interest. The inclusion of wrestling, for example, affords the small student the chance to participate in athletics when he could not before.

The following tables show activities available to students before the opening of a single high school and the number participating, and similar information for the first year of attendance at Olympia High School. The tables also show that, as an average, each student participated in 3.2 activities during the 1971-72 school year, while 2.1 was the average number of activities in which each Olympia High School student participated during the 1972-73 school year.

# HIGH SCHOOL STUDENT PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES OFFERED IN THE OLYMPIA DISTRICT, 1971-1972

| | | |
|---|---|---|
| SPORTS: | | |
| Varsity Basketball | All | 62 |
| Junior Varsity Basketball | All | 68 |
| Baseball | All | 102 |
| Track | All | 64 |
| Golf Team | H | 5 |
| Cross Country | All but D and H | 22 |
| 6 SPORTS ACTIVITIES | | 323 |
| CLUBS: | | |
| Future Homemakers of America | All | 229 |
| Future Farmers of America | All | 116 |
| Student Council | All | 78 |
| National Honor Society | All but D and H | 75 |
| Beta Club | H | 26 |
| Future Teachers of America | A, S-M | 49 |
| Future Scientists of America | A, D | 47 |
| Speech | All but D and H | 80 |
| Spanish | All but D | 116 |
| German | M-W-A | 14 |
| French | S-M | 13 |
| Library | All but S-M | 78 |
| Visual Aids | S-M | 8 |
| Yearbook Staff | All but D | 94 |
| Art | M-W-A | 15 |
| Industrial Arts | S-M | 13 |
| Drama Club—Speech Team | D, S-M | 89 |
| Pep | All | 346 |
| 19 CLUBS | | 1486 |

**School Enrollments**

| | |
|---|---|
| Atlanta (A) | 199 |
| Danvers (D) | 177 |
| Hopedale (H) | 128 |
| McLean-Waynesville-Armington (M-W-A) | 199 |
| Stanford-Minier (S-M) | 252 |
| DISTRICT ENROLLMENT | 955 |

| | | |
|---|---|---|
| ACTIVITIES: | | |
| Girls Athletic Association | All | 195 |
| Chorus | All | 296 |
| Madrigals | H | 12 |
| Chorus Sextet | A | 6 |
| Band | All | 204 |
| Pep Band | H | 19 |
| Stage Band | A, S-M | 45 |
| Majorettes | A, M-W-A | 14 |
| Newspaper Staff | A, D, H | 58 |
| Varsity Cheerleader | All | 24 |
| Junior Varsity Cheerleader | All | 22 |
| Pom Pon Squad | M-W-A-, S-M | 27 |
| Junior Class Play | A, D, M-W-A | 67 |
| Senior Class Play | D, M-W-A | 45 |
| Junior-Senior Class Play | H, S-M | 64 |
| All School Musical | A | 29 |
| 15 ACTIVITIES | | 1127 |
| TOTALS: | | |
| 40 Extra-Curricular Activities | | 2936 |
| AVERAGE: | | |
| 3.2 Activities per Student | | |

## STUDENT PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES OFFERED AT OLYMPIA HIGH SCHOOL, 1972-73

| | |
|---|---|
| SPORTS: | |
| Varsity Basketball | 15 |
| Sophomore Basketball | 13 |
| Freshman Basketball | 25 |
| Varsity Baseball | 18 |
| Sophomore Baseball | 12 |
| Freshman Baseball | 16 |
| Track | 38 |
| Cross Country | 16 |
| Wrestling Team | 43 |
| Golf Team | 13 |
| Swimming Team | 26 |
| Varsity Football | 38 |
| Sophomore Football | 23 |
| Freshman Football | 27 |
| 14 SPORTS ACTIVITIES | 323 |
| CLUBS: | |
| Future Homemakers of America | 58 |
| Future Farmers of America | 74 |
| Student Council | 28 |
| National Honor Society | 45 |
| American Field Service | 21 |
| Future Teachers of America | 23 |
| Future Nurses of America | 21 |
| Spanish | 68 |
| German | 37 |
| French | 37 |
| Math and Science | 32 |
| Yearbook Staff | 35 |
| Art | 30 |
| Industrial Arts | 24 |
| Lettermen's Club | 34 |
| Cooperative Work Training | 36 |
| Technical Theater | 37 |
| 17 CLUBS | 640 |

| | |
|---|---|
| **School Enrollment** | **937** |
| ACTIVITIES: | |
| Girls Athletic Association | 176 |
| Mixed Choir (Junior-Senior) | 48 |
| Freshman-Sophomore Choir | 67 |
| Madrigals | 16 |
| Jazz Band | 26 |
| Stage Band One | 20 |
| Stage Band Two | 22 |
| Varsity Concert Band | 75 |
| Junior Varsity Concert Band | 90 |
| Orchestra for Musical | 21 |
| Marching Band | 100 |
| Guitar Fun Program | 50 |
| Newspaper Staff | 28 |
| Varsity Basketball Cheerleaders | 7 |
| Jr. Varsity Basketball Cheerleaders | 5 |
| Football Cheerleaders | 16 |
| Pom Pon Squad | 15 |
| Speech Team | 26 |
| Debate Team | 4 |
| Fall/Winter Play | 100 |
| Spring Musical | 81 |
| 21 ACTIVITIES | 993 |
| TOTALS: | |
| 52 Extra-Curricular Activities | 1956 |
| AVERAGE: | |
| 2.1 Activities per Student | |

Some of the students attending the five high schools operating prior to the opening of Olympia High School expressed some apprehensions about going to the new "big" school. In an attempt to determine how the students felt, an instrument called "Student Interest Inventory" was developed and administered to 183 ninth grade students on May 25, 1972. The same instrument, with modifications necessary to make it applicable, was administered to 176 tenth grade students on April 24, 1973. These 176 students were in attendance at one of the five high schools one year before. The questions and responses are found below and on the following pages:

**Grade 9 — 1972**
**Grade 10 — 1973**

**Questions**

1972
The time you will have available for study during the school day at Olympia High School will be:
More than enough 1 2 3 4 5 Not enough
1973
The time you have available for study during the school day at Olympia High School is:
More than enough 1 2 3 4 5 Not enough

**Number of Responses**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1972 | 9 | 21 | 46 | 51 | 56 | 3.67 |
| 1973 | 19 | 20 | 65 | 29 | 42 | 3.30 |

**Per Cent of Responses**

| | | | | | |
|---|---|---|---|---|---|
| 1972 | 4.9 | 11.5 | 25.1 | 27.9 | 30.6 |
| 1973 | 10.8 | 11.4 | 36.9 | 16.5 | 23.9 |

Students indicated not enough study time available in 1972 only, 41.5% responding 1, 2 or 3, while enough time was indicated in 1973, 59.1% responding 1, 2 or 3.

## Grade 9 — 1972
## Grade 10 — 1973
### Questions

1972
In Olympia High School, getting to know your teachers will be:
Very easy 1 2 3 4 5 Very hard
1973
In Olympia High School, getting to know your teachers is:
Very easy 1 2 3 4 5 Very hard

**Number of Responses**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1972 | 11 | 38 | 45 | 42 | 47 | 3.41 |
| 1973 | 50 | 42 | 51 | 17 | 14 | 2.44 |

**Per Cent of Responses**

| | | | | | |
|---|---|---|---|---|---|
| 1972 | 6.0 | 20.8 | 24.6 | 23.0 | 25.7 |
| 1973 | 28.7 | 24.1 | 29.3 | 9.8 | 8.0 |

The 1972 average response of 3.41 compared with the 1973 average response of 2.44 indicates the students found it much easier to know their teachers than was anticipated. Those answering 1, 2 or 3 in 1972 and 1973 were 51.4% and 82.1%, respectively.

## Grade 9 — 1972
## Grade 10 — 1973
### Questions

1972
The amount of individual attention you will receive from your teachers at Olympia High School will be:
Excellent 1 2 3 4 5 Poor
1973
The amount of individual attention you are receiving from your teachers at Olympia High School is:
Excellent 1 2 3 4 5 Poor

**Number of Responses**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1972 | 7 | 15 | 46 | 65 | 50 | 3.74 |
| 1973 | 20 | 40 | 51 | 39 | 26 | 3.03 |

**Per Cent of Responses**

| | | | | | |
|---|---|---|---|---|---|
| 1972 | 3.8 | 8.2 | 25.1 | 35.5 | 27.3 |
| 1973 | 11.4 | 22.7 | 29.0 | 21.0 | 14.8 |

Again as in previous questions, the attitude of students became more favorable toward OHS after being in attendance there than they anticipated. The average responses in 1972 and 1973 were 3.74 and 3.03, respectively. Those answering 1, 2 or 3 represented 37.1% and 63.1% of the respondents in 1972 and 1973, respectively.

## Grade 9 — 1972
## Grade 10 — 1973
### Questions

1972
The quality of instruction you anticipate receiving at Olympia High School is:
Excellent 1 2 3 4 5 Poor
1973
The quality of instruction you are presently receiving is:
Excellent 1 2 3 4 5 Poor

**Number of Responses**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1972 | 22 | 50 | 58 | 31 | 22 | 2.89 |
| 1973 | 23 | 46 | 60 | 35 | 10 | 2.79 |

**Per Cent of Responses**

| | | | | | |
|---|---|---|---|---|---|
| 1972 | 12.0 | 27.3 | 31.7 | 16.9 | 12.0 |
| 1973 | 13.2 | 26.4 | 34.5 | 20.1 | 5.7 |

The average response of 2.79 in 1973 compared with the average response of 2.89 in 1972. Those responding 1, 2 or 3 represent 74.1% of the respondents in 1973 and 71.0% in 1972, supporting the feeling of better quality of instruction.

## Grade 9 — 1972
## Grade 10 — 1973
### Questions

1972
You are very pleased to be attending Olympia High next year:
Strongly agree 1 2 3 4 5 Strongly disagree
1973
You are very pleased to be attending Olympia High School this year:
Strongly agree 1 2 3 4 5 Strongly disagree

**Number of Responses**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1972 | 33 | 22 | 52 | 24 | 52 | 3.21 |
| 1973 | 61 | 35 | 36 | 5 | 39 | 2.57 |

**Per Cent of Responses**

| | | | | | |
|---|---|---|---|---|---|
| 1972 | 18.0 | 12.0 | 28.4 | 13.1 | 28.4 |
| 1973 | 34.7 | 19.9 | 20.5 | 2.8 | 22.2 |

The average response in 1972, 3.21, shows a negative feeling for OHS. The average response in 1973, 2.57, indicates a decidely better feeling about attendance at OHS than was anticipated. Those answering 1, 2 or 3 in 1972 and 1973 were 58.4% and 75.1%, respectively.

## Grade 9 — 1972
## Grade 10 — 1973
### Questions

1972
At the present time there seems to be great rivalry among the students from the existing high schools. Even though all students will be attending one school, Olympia High School, this rivalry will be overcome in the future.
Strongly agree 1 2 3 4 5 Strongly disagree
1973
The rivalry among some students from the previously existing high schools has been overcome now that students from all the communities are attending Olympia High School.
Strongly agree 1 2 3 4 5 Strongly disagree

**Number of Responses**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1972 | 25 | 34 | 52 | 36 | 36 | 3.13 |
| 1973 | 48 | 47 | 51 | 19 | 13 | 2.52 |

**Per Cent of Responses**

| | | | | | |
|---|---|---|---|---|---|
| 1972 | 13.7 | 18.6 | 28.4 | 19.7 | 19.7 |
| 1973 | 27.7 | 27.2 | 29.5 | 11.0 | 7.5 |

The percent answering 1, 2 or 3 were 60.7% and 84.4% in 1972 and 1973, respectively. The differences exhibited above show a decided change in attitude toward rivalries, the feeling being that they would be overcome.

## Grade 9 — 1972
## Grade 10 — 1973
### Questions

1972
The 6-2 schedule used in Olympia High School allows you to take the courses you want.
Strongly agree 1 2 3 4 5 Strongly disagree
1973
The 6-2 schedule used in Olympia High School allows you to take the courses you want.
Strongly agree 1 2 3 4 5 Strongly disagree

**Number of Responses**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1972 | 49 | 49 | 55 | 12 | 18 | 2.45 |
| 1973 | 50 | 58 | 36 | 13 | 17 | 2.36 |

**Per Cent of Responses**

| | | | | | |
|---|---|---|---|---|---|
| 1972 | 26.8 | 26.8 | 30.1 | 6.6 | 9.8 |
| 1973 | 28.7 | 33.3 | 20.7 | 7.5 | 9.8 |

The average responses for 1972 and 1973 are 2.45 and 2.36, respectively, while 83.7% and 82.7% responded 1, 2 or 3 in 1972 and 1973. The differences here are almost non-existent. However, one must note that vast majority of students feel the 6-2 schedule does allow them to take the courses they want.

## Grade 9 — 1972
## Grade 10 — 1973
### Questions

1972
The number of students in attendance at Olympia High School will make it possible to make many new friends.
Strongly agree 1 2 3 4 5 Strongly disagree
1973
The number of students in attendance at Olympia High School has made it possible to make many new friends.
Strongly agree 1 2 3 4 5 Strongly disagree

**Number of Responses**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1972 | 61 | 38 | 56 | 12 | 16 | 2.36 |
| 1973 | 107 | 40 | 16 | 5 | 6 | 1.64 |

**Per Cent of Responses**

| | | | | | |
|---|---|---|---|---|---|
| 1972 | 33.3 | 20.8 | 30.6 | 6.6 | 8.7 |
| 1973 | 61.5 | 23.0 | 9.2 | 2.9 | 3.4 |

The average responses of 2.36 in 1972 and 1.64 in 1973 seem to indicate that the student attitude regarding this matter made a decided positive change. This change is borne out by the 84.7% and 93.7% who responded 1, 2 or 3 in 1972 and 1973, respectively.

## Grade 9 — 1972
## Grade 10 — 1973
### Questions

1972
The increased availability of instructional materials at Olympia High School will make learning easier.
Strongly agree 1 2 3 4 5 Strongly disagree
1973
The increased availability of instructional materials at Olympia High School makes learning easier.
Strongly agree 1 2 3 4 5 Strongly disagree

**Number of Responses**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1972 | 48 | 45 | 64 | 12 | 14 | 2.44 |
| 1973 | 29 | 52 | 54 | 19 | 20 | 2.71 |

**Per Cent of Responses**

| | | | | | |
|---|---|---|---|---|---|
| 1972 | 26.2 | 24.6 | 35.0 | 6.6 | 7.7 |
| 1973 | 16.7 | 29.9 | 31.0 | 10.9 | 11.5 |

The average responses are 2.44 and 2.71 in 1972 and 1973, respectively, with those answering 1, 2 or 3 being 85.8% in 1972 and 77.6% in 1973. It appears that student's attitudes decreased.

**Grade 9 — 1972**
**Grade 10 — 1973**
**Questions**

1972
The fact that Olympia High School is located "in the country" will make participation in night-time activities very difficult.
Strongly agree 1 2 3 4 5 Strongly disagree
1973
The fact that Olympia High School is located "in the country" makes participation in night-time activities very difficult.
Strongly agree 1 2 3 4 5 Strongly disagree

**Number of Responses**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1972 | 54 | 32 | 52 | 27 | 18 | 2.57 |
| 1973 | 72 | 25 | 36 | 22 | 19 | 2.37 |

**Per Cent of Responses**

| | | | | | |
|---|---|---|---|---|---|
| 1972 | 29.5 | 17.5 | 28.4 | 14.8 | 9.8 |
| 1973 | 41.4 | 14.4 | 20.7 | 12.6 | 10.9 |

The average response of 2.57 in 1972 compared with the average response of 2.37 in 1973 indicates that students felt the location of OHS did make night-time activities more difficult to attend than they anticipated. Those answering 1, 2 or 3 in 1972 represent 75.4% of the respondents while 76.5% answered 1, 2 or 3 in 1973. There doesn't appear to be too much difference.

**Grade 9 — 1972**
**Grade 10 — 1973**
**Questions**

1972
The assistance you anticipate receiving from your guidance counselor at Olympia High School is:
Excellent 1 2 3 4 5 Poor
1973
The assistance you presently receive from your guidance counselor is:
Excellent 1 2 3 4 5 Poor

**Number of Responses**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1972 | 13 | 31 | 77 | 41 | 21 | 3.14 |
| 1973 | 63 | 53 | 35 | 12 | 12 | 2.17 |

**Per Cent of Responses**

| | | | | | |
|---|---|---|---|---|---|
| 1972 | 7.1 | 16.9 | 42.1 | 22.4 | 11.5 |
| 1973 | 35.8 | 30.1 | 19.9 | 6.8 | 6.8 |

The 1972 average of 3.14 is much different than the 2.17 average in 1973. Those answering 1, 2 or 3 represented 66.1% in 1972 and 85.8% in 1973. Obviously, the students feel they are getting better assistance from their guidance counselors than was anticipated.

**Grade 9 — 1972**
**Grade 10 — 1973**
**Questions**

1972
The fact that Olympia High School is a new building should make for a better learning atmosphere.
Strongly agree 1 2 3 4 5 Strongly disagree
1973
The fact that Olympia High School is a new building makes for a better learning atmosphere.
Strongly agree 1 2 3 4 5 Strongly disagree

**Number of Responses**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1972 | 30 | 36 | 76 | 19 | 22 | 2.81 |
| 1973 | 30 | 48 | 55 | 20 | 20 | 2.71 |

**Per Cent of Responses**

| | | | | | |
|---|---|---|---|---|---|
| 1972 | 16.4 | 19.8 | 41.5 | 10.4 | 12.0 |
| 1973 | 17.2 | 27.6 | 37.4 | 11.5 | 11.5 |

The average responses for 1972 and 1973 are 2.81 and 2.71, respectively. Those answering 1, 2 or 3 were 77.7% in 1972 and 82.2% in 1973. The slight difference in the averages as well as the percents indicates that more of the students, after being in attendance at OHS for nearly a whole school year, thought the new building makes for a better learning atmosphere.

## Grade 9 — 1972
## Grade 10 — 1973

**Questions**

1972

In how many activities are you actively participating? (Include such things as plays, speech activities, student government, clubs, band, chorus, cross country, baseball, basketball, football, track)

None 1 2 3 4 5 6 7 More than 7

1973

In how many activities are you actively participating? (Include such things as plays, speech activities, student government, clubs, band, chorus, cross country, baseball, basketball, football, track, wrestling, etc.)

None 1 2 3 4 5 6 7 More than 7

**Number of Responses**

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Ave. |
|---|---|---|---|---|---|---|---|---|---|---|
| 1972 | 57 | 28 | 24 | 21 | 18 | 17 | 13 | 2 | 3 | 3.27 |
| 1973 | 50 | 38 | 27 | 26 | 14 | 10 | 4 | 5 | 2 | 2.79 |

**Per Cent of Responses**

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1973 | 31.1 | 15.3 | 13.1 | 11.5 | 9.8 | 9.3 | 7.1 | 1.1 | 1.6 | |
| 1973 | 28.4 | 21.6 | 15.3 | 13.6 | 8.0 | 5.7 | 2.3 | 2.8 | 1.1 | |

In 1972, 57 students said they did not actively participate in any activities, while in 1973, the non-participating numbered 50. The average number of activities of only those participating in 1972 was 3.27 and 2.79 in 1973. The decrease can be attributed to the fact that a greater number of activities was available at OHS and the student had to make choices, while in the smaller schools of 1972, each student could participate in more activities and in fact was encouraged to do so in order to have a large enough membership to justify having the activity.

## Grade 9 — 1972
## Grade 10 — 1973
### Questions

1972

To what extent will the availability of more subject choices in Olympia High School be an advantage to you?

Highly advantageous 1 2 3 4 5 No advantage

1973

To what extent is the availability of more subject choices in Olympia High School an advantage to you?

Highly advantageous 1 2 3 4 5 No advantage

**Number of Responses**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1972 | 63 | 59 | 44 | 3 | 14 | 2.15 |
| 1973 | 52 | 49 | 42 | 17 | 16 | 2.40 |

**Per Cent of Responses**

| | | | | | |
|---|---|---|---|---|---|
| 1972 | 34.4 | 32.2 | 24.0 | 1.6 | 7.7 |
| 1973 | 29.7 | 28.0 | 24.0 | 9.7 | 9.1 |

The average responses, 2.15 in 1972 and 2.40 in 1973, seem to show a drop in feeling an advantage. The percent of those answering 1, 2 or 3 goes from 90.4% in 1972 to 81.7% in 1973.

## Grade 9 — 1972
## Grade 10 — 1973
### Questions

1972

In Olympia High School, the chances of obtaining grades comparable to those you are presently receiving are:

Excellent 1 2 3 4 5 Poor

1973

In Olympia High School, the chances of obtaining grades comparable to those you received at your previous high school are:

Excellent 1 2 3 4 5 Poor

**Number of Responses**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1972 | 15 | 43 | 84 | 29 | 12 | 2.89 |
| 1973 | 36 | 41 | 46 | 24 | 30 | 2.80 |

**Per Cent of Responses**

| | | | | | |
|---|---|---|---|---|---|
| 1972 | 8.2 | 23.5 | 45.9 | 15.8 | 6.6 |
| 1973 | 20.5 | 23.3 | 26.1 | 13.6 | 17.0 |

It is of interest to note that the average responses, 2.89 in 1972 and 2.80 in 1973, do not show any appreciable difference, but more careful inspection shows a greater polarity in 1973 than in 1972. Looking only at the responses 1, 2 and 3, one sees that a more favorable attitude toward receiving grades at OHS was shown in 1972 over 1973; 77.6% compared to 69.9%.

## Grade 9 — 1972
## Grade 10 — 1973
### Questions

1972
Riding the school bus to Olympia High School "turns you off."
Strongly agree 1 2 3 4 5 Strongly disagree
1973
Riding the school bus to Olympia High School "turns you off."
Strongly agree 1 2 3 4 5 Strongly disagree

**Number of Responses**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1972 | 88 | 26 | 37 | 15 | 17 | 2.16 |
| 1973 | 85 | 18 | 24 | 18 | 18 | 2.11 |

**Per Cent of Responses**

| | | | | | |
|---|---|---|---|---|---|
| 1972 | 48.1 | 14.2 | 20.2 | 8.2 | 9.3 |
| 1973 | 54.9 | 10.4 | 13.9 | 10.4 | 10.4 |

The percent answering 1, 2 or 3 in 1972 was 82.5% and in 1973 was 79.2%. The responses show a majority of students "turned off" by the thought of riding the bus to OHS; however, it is surprising to note that the students were less negative in 1973 than in 1972.

## Grade 9 — 1972
## Grade 10 — 1973
### Questions

1972
On a normal day, how many minutes do you spend riding the bus to school: Do not ride bus, 1-10 minutes, 11-20 minutes, 21-30 minutes, 31-40 minutes, 41-50 minutes, 51-60 minutes, 61-70 minutes.
1973
On a normal day, how many minutes do spend riding the bus to school? (Check the one which best describes your answer.) Do not ride a bus, 1-10 minutes, 11-20 minutes, 21-30 minutes, 31-40 minutes, 41-50 minutes, 51-60 minutes, 61-70 minutes.

**Number of Responses**

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| 1972 | 79 | 6 | 31 | 23 | 12 | 9 | 14 | 9 |
| 1973 | 16 | 8 | 32 | 30 | 22 | 23 | 12 | 31 |

**Ave.**
3.62
4.14

**Per Cent of Responses**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1972 | 43.2 | 3.3 | 16.9 | 12.6 | 6.6 | 4.9 | 7.7 | 4.9 |
| 1973 | 5.7 | 4.7 | 18.4 | 17.2 | 12.6 | 13.2 | 6.9 | 17.8 |

In 1972, 79 students indicated they did not ride the bus while in 1973 only 16 said they did not ride the bus. This difference in the number of bus riders may be attributed to the fact that OHS is located "out in the country" while the previously attended high schools were located within a community. The responses from those who did ride the bus show an average in the 31 to 40 minutes range in both 1972 and 1973. An interesting observation is that in 1973, 31 students indicated they spent from 61 to 70 minutes riding the bus to school, while in 1972 only 9 students indicated the same time. Again consider only those riding the bus, 57.7% of the 1972 respondents indicated they spend 30 minutes or less riding the bus to school, while in 1973, 43.8% replied the same way.

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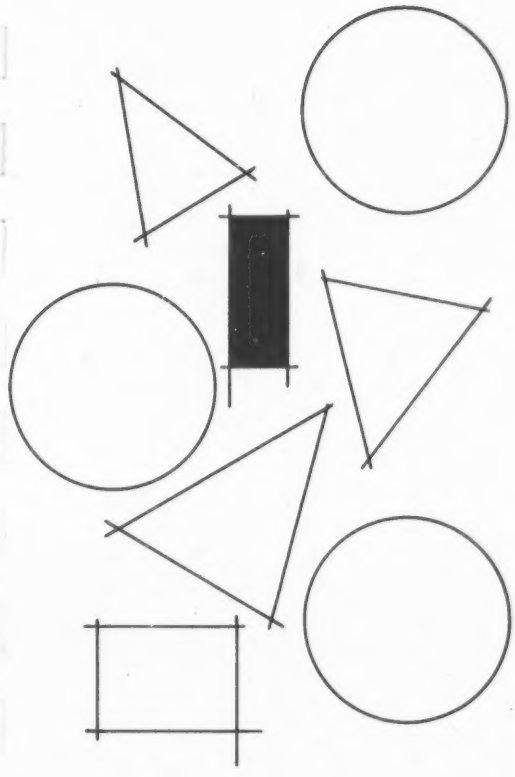
**It is important to note that the Boards of Education involved in the consolidation and the Olympia Board of Education which followed were and are concerned with one all-important question, *"What is best for the education of the boys and girls in the area?"* In answer to that question, a high priority has been placed on making available for students the advantages of the special offerings at Olympia High School. "Demountable" walls, the 6-2 Plan, wide range of curriculum, the freedom allowed a student during unscheduled time, the transportation system and the availability of an area vocational center, all provide the necessary means for a student to benefit from the consolidation. In addition, the many extra-curricular activities open to the Olympia High School student help to complete a well-rounded educational experience for him.**

SHARING INNOVATIONS FOR EDUCATION



Innovation, according to Webster, is "the introduction of something new; a new idea, method or device."

Federal funds for school districts to develop imaginative solutions to educational problems are provided through the Elementary and Secondary Education Act (ESEA). The ESEA program encourages development of innovations. The heart of the program strives to bring creative force to the improvement of schools and to demonstrate that better educational practices can be applied in schools.

Created in 1965 by an act of Congress, the ESEA program provides financial assistance to school districts which offer the greatest promise of solving persistent problems of education and are capable of advancing educational excellence.

The entire Elementary and Secondary Education Act of 1965 includes eleven Title programs, each dealing with specific areas for educational improvement. The two primary educational emphases of the Act are *equality* and *quality*.

The Olympia District receives funds for Title I, II and III programs. Title I contains the bulk of the Act's authorized funds and is directed toward improving the educational services available to large numbers of children from economically deprived circumstances. Title II provides funds for the purchase of instructional materials and library resources for elementary and secondary schools. Title III authorizes districts to establish supplementary centers and services allowing schools to serve as models demonstrating the feasibility of research results and new educational ideas to other schools. The equality of educational opportunities is a primary goal of Titles I and II, while the concern for quality educational opportunities is manifested primarily in Title III.

Innovation is the major thrust of the Title III, ESEA program. Title III projects operate on the framework of four stages of innovative process: Inquiry, Invention, Demonstration, and Adaptation. Briefly outlined, these four stages provide the necessary steps to achieve desired goals:

INQUIRY — Knowledge from basic research is formulated into ideas and theories that can be used in inventing solutions to educational problems. Thus, intellectual raw material from which improvements can be invented is provided.

INVENTION — Applicable theory and research results are engineered and tested in the invention stage and illustrated as working models to be emulated and adapted.

DEMONSTRATION — This stage creates widespread awareness of useful innovations. Educators are able to examine the feasibility of innovations, understand the factors affecting their use and consider their adaptation to other settings.

ADAPTATION — Innovations that have been demonstrated in exemplary programs are adapted to local situations. The adaptation stage promotes the widespread acceptance and appeal of an innovation and encourages its adjustment to the unique requirements of particular situations.

Based on the principle that there is a legitimate national interest in the continuing improvement of educational practices, ESEA affirms the role of the Federal Government as a stimulator in this effort. Federal funds provide the financial support to qualified districts seeking innovative means to improve their systems and helping other districts improve theirs.

Since the formation of the Olympia District, other districts interested in consolidation have looked to Olympia for advice. Olympia has established a leadership role in school reorganization in Illinois' and in order to make it possible to share its knowledge of school reorganization with others, financial assistance was requested through the Title III, ESEA program.

Proposals seeking Title III funds are evaluated by panels of professional educators from both within and without the Office of the Superintendent of Public Instruction. The proposals are competitively rated according to criteria which include the degree to which the program being proposed is truly innovative or exemplary for the nation, region or the state involved. The panel attempts to avoid excessive duplication of "innovative" ideas, those appearing promising but which have not been systematically tested, and seeks instead to obtain an optimum geographic dispersion of "exemplary" ideas, those which have proved themselves more thoroughly but not in widespread use.

The proposal to establish Olympia District as an information gathering and dissemination center for the concept of rural school consolidation was submitted March 10, 1972, to the Illinois Office of the Superintendent of Public Instruction. Olympia's request for the federal funds was among 97 other such requests received that year by the State Office. It was one of the 16 to be approved. Although the project is approved for three years, the District must submit a continuation proposal for each of the next year's funding. After three years it is hoped the local school district will continue to provide leadership in consolidation efforts using materials developed during the three-year program.

Since its beginning on June 29, 1972, the Olympia Title III, ESEA Project, "Educational Opportunities of Rural School Consolidation," has served as a disseminator of information regarding school reorganization. The Project strives to inform other districts of the advantages of combining school districts and of the State's desire to achieve better educational opportunities for its students. Legislation was introduced in April, 1973, that would require Illinois schools to enroll a minimum of 1,000 pupils for elementary districts, 500 for high school districts, and 1,500 for unit districts. Although the legislation failed to go beyond committee hearings, there is strong indication that minimum pupil enrollments will eventually be required. This is supported by the desire of the Office of the Superintendent of Public Instruction for Illinois school districts to be of a size sufficient enough and with financial ability to provide a quality education for every child in Illinois by 1975.[1]

[1]Bakalis, Michael J., *Action Goals for the Seventies*, May, 1972, p. 93.

Striving to give the answers to the variety of questions posed by students, citizens and educators contemplating school reorganization, Olympia welcomes all inquiries concerning its story of consolidation.

During its first year of operation, Olympia's Title III office has supplied printed information to over 1,000 interested persons requesting such materials. Many included in this figure are school administrators and board members from a variety of Illinois school districts as well as from school districts in other states. The office has answered over 150 written inquiries from persons in 19 different states desiring to know more about the "Story of Olympia" and the advantages of school consolidation. Olympia Title III personnel have conducted tours of the high school facility for over 600 visitors during 1972-73. Many others that have not been included in the 600 figure have toured the facility while attending school functions and activities. Dedication ceremonies for the new high school and graduation exercises each attracted more than 3,500 people to the facility.

In the spring of 1973, a Statewide conference on rural school consolidation, sponsored jointly by the Olympia Title III office, Illinois State University's Department of Educational Administration, and the Office of the Superintendent of Public Instruction, drew school administrators from all over the State to Olympia High School to learn more about school consolidation. At this conference possible legislative action requiring minimum enrollments for Illinois school districts was discussed.

One of the major projects undertaken by the Olympia Title III office during its first year of operation was conducting a census of the 377 square mile Olympia District. Assisted by volunteers from the area, approximately 7,000 people were contacted for information and given a questionnaire asking for their opinions about education in the District. The vast amount of data collected from the census and questionnaire is compiled in pamphlet form.

The Olympia Title III, ESEA Project will continue to disseminate information about school reorganization. The evaluation of the Project will consider the overall value to other efforts of school consolidation in Illinois.

All the information gathered by the Olympia Title III, ESEA Project office and compiled into slide presentations, brochures, pamphlets and booklets is readily available upon written request. For further information regarding rural school consolidation, contact the Olympia Title III, ESEA Project office, Rural Route #1, Stanford, Illinois 61774.